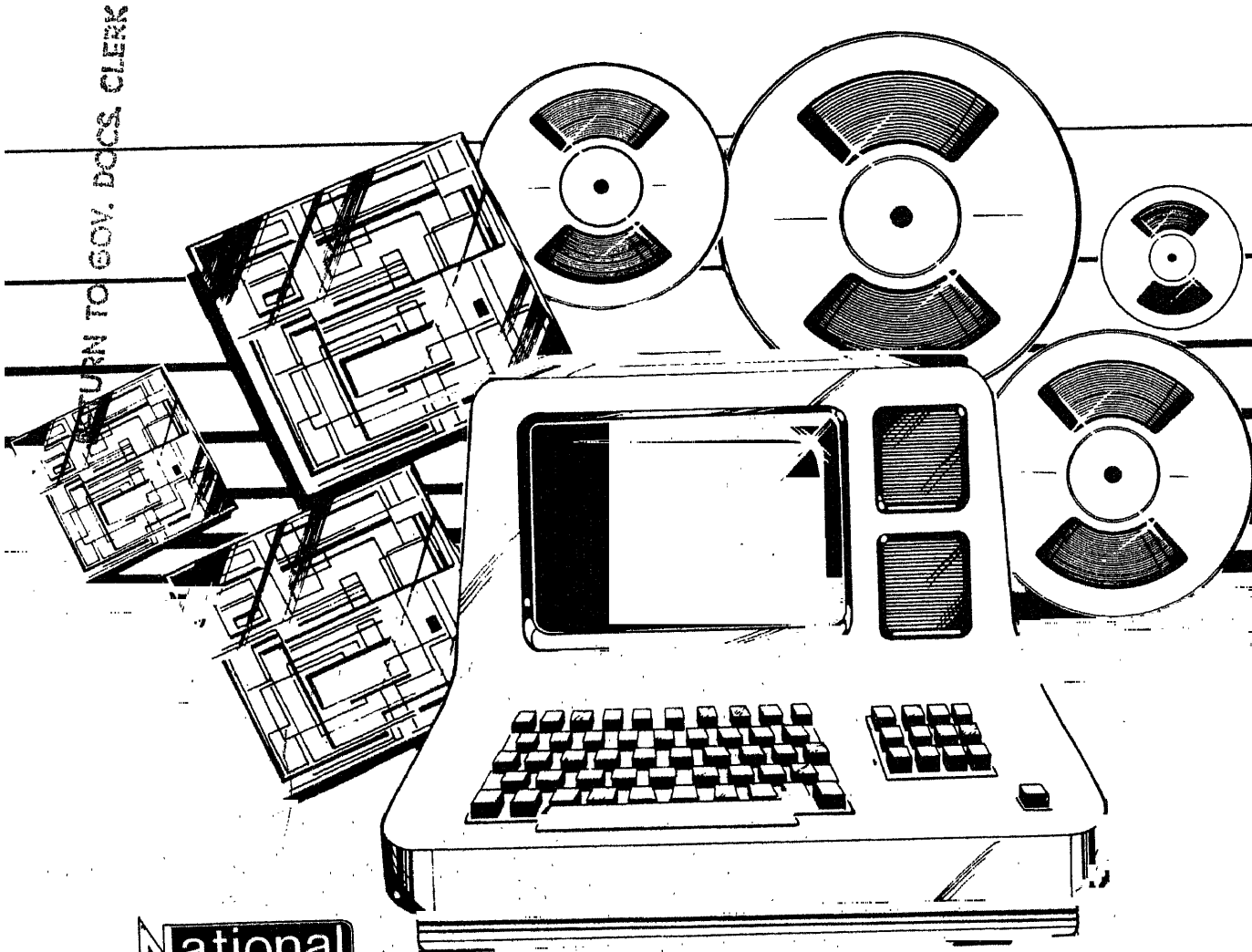


Computer Literacy: Definition and Survey Items for Assessment in Schools



National
Center for
Education
Statistics

**Computer Literacy:
Definition and Survey Items for Assessment
in School**

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NCES 84-203

Foreword

As part of Secretary Terrell H. Bell's initiative on educational technology, the National Center for Education Statistics (NCES) and the Education Technology and Science Staff (ETSS) of the Office of Educational Research and Improvement (OERI) are undertaking a multi-year effort to facilitate the systematic gathering of data on computer use and computer literacy in elementary and secondary education. The project for the first year was carried out under contract with Educational Testing Service (ETS), Human Resources Research Organization (HumRRO), and Instructional Computing, Inc. (ICI). This volume is the product of the first-year's effort.

The purposes of this initial project were modest--the development of a definition of computer literacy, a glossary of computer terminology, a short bibliography of computer literacy, and a pool of questions on the use and application of computers in education. All are presented here. The pool of questions is organized into separate groups addressed to superintendents, principals, teachers and students in elementary and secondary schools.

As a critical element of the project, a panel of 10 nationally recognized experts in computer use and applications in education was convened. They provided expertise in defining concepts and identifying issues, and ultimately reviewed and approved all of the materials that were developed. The principal value of the materials, most notably the pool of questions, lies in the subject matter expertise that went into their development.

States, local school districts, educational organizations, or other groups may elect to use some of these questions to gain greater insight into the status of computer literacy in their section of the education community. If so, they should be cautioned that:

- (1) The pool of questions is large. No respondent could reasonably be expected to respond to all of the questions. Some choices must be made.
- (2) The choices from the pool of the most appropriate questions to be included in a particular questionnaire will depend on the purposes of the research. Users of this report are urged to define explicitly the purposes of their study and the particular aspects of computer literacy they are interested in exploring.
- (3) The questions have not been subjected to a full-scale field test. Consequently, almost no information is available on the performance of the questions, i.e., their reliability, their validity, or their relationship to one another.
- (4) Computer literacy is a multifarious and evolving area. Users are warned against trying to add together the responses to different questions in an attempt to measure computer literacy.

- (5) All of the questions in this report are self-report or self-assessment items, e.g., "How many microcomputers does your school have?" or, "How often do you use the following resources when you need information?"
- (6) A further set of questions designed to assess factual knowledge of computers was also developed. These so-called "validation items" are available upon request as specified in the report. Although they will eventually be valuable in themselves and enhance the value of the self-report questions, the knowledge items currently do not cover many important aspects of computer literacy.

This report provides an essential first step in measuring the effects of the information revolution on the Nation's schools. Further actions are needed, such as the development of a minimum set of questions that might be used in comparable surveys, and the field testing of these questions. An actual survey using these instruments would then yield useful, comparable information about experiences with, and the potential of, computers in the schools.

NCES will continue to evaluate and refine the survey items developed in this project through its own surveys and by assisting others who wish to conduct surveys to assess the uses of computers in education.

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Acknowledgments

We gratefully acknowledge the contributions of: Dr. Kathleen Gerritz (ETS), Dr. Margaret Goertz (ETS), Dr. Robert Seidel (HumRRO), Dr. Susan Thomas (Florida State University), Ms. Elaine Guennel (ETS), Ms. Lorraine Luciano (ETS), Mr. Kenneth Rosenblad (Teachers College), Ms. Doris Stein (HumRRO), and Ms. Susan Wilson (ETS), who assisted in various phases of this project.

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Introduction

American education is being confronted by profound technological changes occurring in the larger society. These changes are generally referred to as the "information revolution"--a revolution characterized by rapid developments and reduced costs in electronic information technologies and global information networks. The most immediate consequence of this revolution for education has been the introduction of low-cost microcomputers into elementary and secondary schools throughout the nation. From fall 1980 to spring 1982 the number of microcomputers available for instructional use by public school students tripled; 22% of elementary schools and 60% of secondary schools reported having microcomputers (Wright, 1982). With the increasing capability of microcomputers and their declining costs, it is not unreasonable to anticipate a time not far in the future when all elementary and secondary students will have access to a computer on a regular basis.

The potential that computers hold for education is dramatic. Properly programmed, computers can facilitate the teaching and learning process, can be used as tools in most subject matter areas, and can be used for administrative purposes. As an object of study, computers can prepare students for a wide variety of new careers in technology (Office of Technology Assessment, 1982).

Despite the potential utility of computers for education, and the apparent speed with which schools have acquired computers, detailed information regarding computer applications in elementary and secondary schooling is presently limited. Recognizing this deficiency, and in support of

Secretary Bell's initiative on educational technology, the National Center for Education Statistics (NCES) and the Education Technology and Science Staff (ETSS) of the Office of Educational Research and Improvement (OERI), initiated a project to facilitate the systematic gathering of data on computer use and computer literacy in elementary and secondary education. The purpose of this project was to develop a pool of questions that could be used in surveys to provide data that would enable state and local education agencies, school administrators, teachers, parents, and the computer industry to make better informed decisions regarding:

1. Curriculum planning and implementation in elementary and secondary schools;
2. Design of inservice and preservice training programs for teachers and administrators;
3. Development of educational computer equipment, software, and computer-related learning materials;
4. Evaluation and selection of computer equipment, software, and learning materials.

The Purpose of the Project

Although the number of schools that have computers and use them for student-related activities has risen dramatically in the past few years, little is known about who are using the computers and for what purposes they are being used. Recent surveys of computer-using teachers and schools indicate that the primary uses of computers in schools are for programming in BASIC, general "computer awareness courses" and for drill-and-practice applications (Becker & Fennessey, 1983; Anderson, 1983). Beyond such general types of knowledge, little is known about the specific uses of computers made by administrators, teachers, and students. Moreover, much of the data that have been gathered to date is structured so differently that little cumulative knowledge has been obtained. To solve these problems and help provide more comprehensive and more comparable information regarding the types of uses of computers and the extent of their application in schools, the Department of Education commissioned the preparation of a pool of questions that can be used to construct instruments with these objectives.

The pool of questions--referred to hereafter as "items"--include three different types. The first type of items is the survey item that asks the respondent about his or her computer-related knowledge, skills, experience, and use. The second type of item is the validation item whose purpose is to objectively validate the survey items. The third type of item is the inventory item that seeks information regarding computer-related resources in the district, school, or classroom.

The items themselves are addressed to four types of respondents:

- School district superintendents
- Elementary and secondary school principals
- Elementary and secondary school teachers
- Elementary and secondary school students

The pool of items can be used by federal, state, and local education agencies and researchers as a starting point in designing instruments for assessing the status of computer literacy in schools and school districts. The items themselves should be relevant to conditions that might prevail until 1990. Technological changes, of course, may affect the relevance of specific items.

The items are designed to assist in gathering information that would help to answer questions such as the following:

- To what extent have goals for computer literacy been formalized?
- In what ways are computers being integrated into curriculum areas?
- What is the quality and quantity of computer-related courses in the schools?
- To what extent and in what ways are superintendents, principals, teachers, and students computer-literate?
- What are superintendents, principals, teachers, and students doing with computers?
- At what grade levels are computers being introduced?
- How do superintendents, principals, teachers, and students keep up with computer-related developments and issues?
- How are equipment, software, and curricular materials being evaluated and selected?
- How accessible are appropriate computer equipment, software, and learning materials to administrators, teachers, and students?

- What are the policies on computer acquisition, access, and use?
- How are resources allocated within a district?
- What programming languages are being taught, and to whom?
- What computer-related training is being provided, for whom and by whom?
- How are schools evaluating their computing activities?
- Who makes decisions on such matters as curriculum, equipment selection, teacher training, software selection?
- Does the use of computers vary between different types of schools and communities?
- What are the relationships between computer activities in school and computer access outside of school?
- How are parents and communities involved?
- What resources are needed and lacking in order for schools to achieve their goals?

The nature and extent of computer-related activities is changing rapidly in schools and school districts, as well as in society at large.

In designing the items, the assumption was made that surveys incorporating them would be conducted several times during the time frame 1985-1990, thus providing information on changes and trends.

How the Project Was Conducted

Organization

This project was the joint effort of Educational Testing Service (ETS) of Princeton, New Jersey, the Human Relations Research Organization (HumRRO) of Arlington, Virginia, and Instructional Computing, Inc. (ICI) of Minneapolis, Minnesota. ETS, the prime contractor, provided test and survey development expertise, and HumRRO and ICI brought to the project expertise in the area of computer use in education. The first activity of the project was to identify members of a ten-person Advisory Panel who would guide the project throughout its course.

The Advisory Panel was selected to include representatives from the following groups:

- elementary and secondary teachers
- administrators
- chief state school officers
- the computer industry
- publishers
- professional societies in computing
- post-secondary teachers of computer science

The Advisory Panel was also selected for regional representation, with members from the Far West, the Northwest, the Midwest, the South, and the Northeast. Members of the Advisory Panel hold doctorates in education, mathematics, engineering, physics and computer science, and all have been actively involved in computer-related educational activities. The Advisory Panel members were:

Dr. William Atchison
Professor, Department of
Computer Science
University of Maryland
College Park, Maryland

Dr. J. Michael Moshell
Associate Professor, Computer
Science Department
University of Tennessee
Knoxville, Tennessee

Dr. Joseph Caravella
Director of Professional Services
National Council of Teachers of
Mathematics
Reston, Virginia

Dr. David Moursund
Professor, Department of
Computer and Information Science
University of Oregon
Eugene, Oregon

Dr. Sylvia Charp
President, American Federation of
Information Processing Societies, and
Past Director of Instructional Systems
School District of Philadelphia
Philadelphia, Pennsylvania

Ms. Jean M. Rice
Independent Consultant and Author
Minneapolis, Minnesota

Dr. K. Fred Daniel
Director, Strategy Planning
and Management Information Systems
Florida Department of Education
Tallahassee, Florida

Dr. Robert F. Tinker
Director, Technology Center
Technical Education Research
Centers, Inc.
Cambridge, Massachusetts

Dr. Arthur W. Luehrmann
Computer Literacy, Inc.
Berkeley, California

Dr. Daniel H. Watt
Editor, Byte and Popular Computing
Peterborough, New Hampshire

Recent books on computer use in education written by members of the panel include Computer Literacy: A hands-on approach by A. W. Luehrman and H. Peckham (Webster Division, McGraw-Hill Book Company, 1983); Computer Power by J. M. Moshell (Gregg/McGraw-Hill, 1982); Calculators in the Classroom by D. Moursund (John Wiley & Sons, 1981); My Friend the Computer by J. M. Rice; and Learning with Logo by D. H. Watt (Byte Books/McGraw-Hill, 1983).

During the course of the project, the Advisory Panel convened three times for two-day meetings to review, revise and make recommendations

regarding the definition and conceptual structure of computer literacy, the items as they were developed, and the various reports prepared during the course of the project. Their substantive input was essential to the functioning of the project.

Project Procedure

The study included four major activities: defining computer literacy, developing a conceptual structure for computer literacy in elementary and secondary education, writing items to survey and assess computer literacy, and field testing the items. Each of these activities is described in the following sections.

Defining Computer Literacy. Computer literacy is a term that has been widely discussed, but whose meaning has rarely been agreed upon. In order to adequately reflect the diversity of meaning attributed to "computer literacy," a review of previous definitions, computer literacy course outlines, curriculum guides, and general goals for computer literacy in schools was conducted. (See the Reference section of this report for citations of materials reviewed.)

Based on this earlier work, a draft definition of computer literacy was prepared, reviewed, and refined by the Advisory Panel. The final definition of computer literacy agreed upon by the Advisory Panel was:

"Computer literacy may be defined as whatever a person needs to know and do with computers in order to function competently in our information-based society.

Computer literacy includes three kinds of competence: skills, knowledge, and understanding. It includes:

1. the ability to use and instruct computers to aid in learning, solving problems, and managing information;

2. knowledge of functions, applications, capabilities, limitations, and social implications of computers and related technology; and
3. understanding needed to learn and evaluate new applications and social issues as they arise."

This definition highlights the fact that specific skills, knowledge and understanding will vary from person to person, from job to job, and from time to time. The term "computer literacy" does not, however, cover the specialized knowledge and skills that are required for careers in such computer-related fields as computer science, data processing, or systems engineering.

The definition of computer literacy used here incorporates the ideas inherent in the definitions of computer literacy proposed by others. For example, Ronald Anderson and Daniel Klassen (1982) defined computer literacy as:

"Whatever understanding, skills and attitudes one needs to function effectively within a given social role that directly or indirectly involves computers."

David Moursund (1982) has proposed that:

"Computer literacy is a working knowledge of computers."

Arthur Luehrmann (1982) has reasoned that:

"If you can tell the computer how to do the things you want it to, you are computer literate."

The Layman's Guide to the Use of Computers in Education published by the Association for Educational Data Systems (Charp, et al., 1982) states that computer literacy

"is being considered a basic skill and essential to function properly in our society. The ability to learn how to handle information, solve problems, communicate with people, and help understand the changes that are happening in our society can be aided with the proper use of the computer."

Because computers are simply tools for handling information and solving problems, some have argued that the idea of "computer literacy" should be replaced with "information handling literacy." Licklider (1982), for example, proposed national goals for "information technology know-how." Nevertheless, the phrase "computer literacy" has become a focus for information technology know-how; therefore, it is probably useful and convenient to retain the phrase in spite of its deficiencies.

Developing a Conceptual Structure. The development of a conceptual framework for computer literacy as it is applied to administrators, teachers, and students in elementary and secondary schools was shaped by a review of computer literacy course outlines, curriculum guides, and general goals for computer literacy. This framework distinguished seven domains of computer literacy skills and knowledge:

1. Administration

Administering computer-related policies and procedures for a school district or school. Includes such tasks as establishing computer literacy goals for students; establishing procedures for evaluating software; and assigning responsibility for teacher training.

2. Teaching

Teaching with or about computers. Includes such tasks as teaching students how to use computer software; discussing social issues with students; assessing students' computer-related skills.

3. Using Programs

Using suitably programmed computers as aids in learning, managing information, and solving problems. Includes such tasks as operating

equipment; selecting the appropriate program for a given purpose; using a graphics program to graph data from a science experiment; using a word processor to aid in writing and editing a composition.

4. Developing Programs

Developing procedures for solving a problem, and writing the procedures in a form the computer can understand and carry out. Includes such tasks as defining a problem; giving a sequence of commands and instructions to the computer; testing and debugging a computer program.

5. Analyzing Applications

Knowing capabilities and limitations of computers as they are used for various purposes. Includes such tasks as describing how people in the school district use computerized student records; deciding whether to use a computer to aid in a particular activity.

6. Social Issues

Understanding social issues related to computers and technology. Requires awareness of issues such as privacy, computer crime, job requirements, consumer concerns, sources and effects of "computer errors." Involves identification of issues and parties in conflict.

7. Concepts and Terms

Understanding of the fundamental concepts and terms related to computers, that are needed to use computers effectively and comfortably. Examples include understanding the concept of stored programs; recognizing common ways of processing data, such as methods of searching, sorting, summarizing, and updating.

The Advisory Panel rated the relative importance of the domains for school system administrators, elementary and secondary school principals, elementary and secondary school teachers, and elementary and secondary school students.

For each domain, brief descriptions of computer-related tasks ("task statements") that administrators, teachers, or students may need to be able to perform were developed. For example, one task statement for teachers was to "evaluate and select computer programs for your students to use." These task statements were derived from the materials reviewed, and overall, more than 250 task statements were prepared. The Advisory Panel also rated each task statement for its importance to each respondent group.

Writing Items. A preliminary set of specifications for item development was obtained from the list of 250 task statements generated as part of the conceptual framework, and from an independent review of previously developed instruments designed to assess the status of computer literacy. These instruments are cited in the references of this report. From these instruments and the draft task statements, draft versions of over 200 items were prepared.

A second set of specifications for item development was derived from a list of substantive questions raised by the Advisory Panel. These questions clarified the need to develop items to inventory computer-related equipment, software, training, curricular materials and other resources available to individuals, classrooms, schools, and school districts.

Three types of items were developed: (1) computer literacy self-survey items including (a) self-assessment items for which the individual reports his or her own level of knowledge or skill, (b) self-report items for which the individual describes his or her own behavior (e.g., frequency of using a computer), and (c) expert report items for which the individual serves as an informant (e.g., he or she indicates whether or not his or her district has policies related to computers); (2) computer literacy validation items, which are multiple-choice questions for each computer literacy domain; and (3) computer-related resource inventory questions. Computer literacy survey items and computer related resource inventory questions were developed as checklists, ratings, rankings, and simple "Yes-No" questions.

Preliminary versions of all items were reviewed, revised, and refined, over multiple iterations, by the project staff and the Advisory Panel. In developing and reviewing items, attention was directed toward the adequacy and accuracy of the content, format, style, and readability. In general, most items have a sixth-grade reading level, although many items contain some computer-related technical words that might not be familiar to the average sixth-grade student.

Field Testing. The purpose of the field test was to conduct a formative evaluation of the preliminary survey and validation questions. Although the questions had been developed through several iterations and reviews by technical experts, they had not been tried out with the superintendents, principals, teachers, and students who were to be the ultimate target group. The evaluation focused on the responses of individuals from each of these groups to the language and substance of the items.

Eight school districts in New Jersey, Pennsylvania, and Delaware participated in the field test. Individual interviews were conducted with the superintendent, a secondary and an elementary principal, and a secondary and an elementary teacher. Students were surveyed in groups of ten, each of whom responded to a different set of ten items; each item, however, was answered by only eight elementary students and eight secondary students.

The data from the field test were subjected to both qualitative and quantitative analysis; results of these analyses were used in the penultimate revision of the items.

The Item Pool and How to Use It

The last four sections of this report contain a pool of survey and resource inventory items that may be used in computer literacy surveys; the validation items are not included in order to maintain security. Individuals wishing to obtain copies of the validation items may do so by following the instructions on page 18.

Survey Items

The pool of survey and resource inventory items has been separated into four groups of questions appropriate for superintendents, principals, teachers, and students. The same or similar item may appear in more than one set of items, with similar forms adapted for particular respondents. For example, an item asking whether or not the respondent has ever written a computer program may appear identically worded in all four sets, whereas an item asking about computer-related policies may be worded differently, directing the superintendent to answer about district policies, the principal to answer about school policies and the teacher to answer about classroom policies. The Index of Items provides a listing of all items in the pool, and indicates which items appear in each of the four sets; asterisks indicate items containing parallel, respondent-specific wording.

Although the sets of items do not constitute finished survey instruments, the items are arranged in a logical order within sets. Items related to each domain are grouped together, and domains appear in the order listed above, beginning with "Administration" and ending with "Resource Inventory." The number of items appropriate for each type of respondent, by domain, are shown in Table 1. Many items are related

in multi-part questions that would be administered as a unit. Multi-part questions are indicated in the Index as a range of items (e.g., 3-5).

Table 1: Item Pool of Computer Literacy Questions
Appropriate for Each Respondent Group, by Topic

<u>Survey Questions</u>	<u>Respondents</u>			
	<u>Superintendent</u>	<u>Principal</u>	<u>Teacher</u>	<u>Student</u>
Administration	59	83	26	1
Teaching	18	60	57	42
Using Programs	105	105	123	110
Developing Programs	6	6	14	14
Analyzing Applications	5	6	6	3
Social Issues	46	46	46	24
Concepts and Terms	5	5	10	10
Resource Inventory	<u>4</u>	<u>66</u>	<u>2</u>	<u>0</u>
Total	248	377	284	204

The item pool for each respondent group is much larger than any actual survey instrument should be. To use these items, a subset of items should be drawn and one or more instruments developed, as follows:

1. Select those questions from the appropriate pool that address the purposes of your survey. For example, you may wish to select some items from each of the survey, resource inventory, and validation type items. Within the survey items, you may wish to select some items from each domain or to limit the selection to more domains.

2. Determine how long you wish the survey to take. On the average, adults and secondary school students will answer four items per minute for up to 60 minutes; students in grades 4-8 answering at approximately the same rate can be surveyed for up to 30 minutes. Questions in matrix format will take longer to answer; each subpart should be counted as a question in determining the administration time.
3. Determine what demographic or identifying information you will need for the analysis and interpretation of results. This information might include such respondent characteristics as age, grade, gender, or ethnic identity, or such school or district characteristics as size or location.
4. Construct a draft survey instrument that includes the questions, any additional questions for obtaining the demographic or identifying information, a short introduction to orient the respondent to the survey, directions for answering the questions, and information regarding to whom and where the survey should be returned when the respondent has completed it.
5. The advantage of using items in this pool is that comparable data may be collected in multiple locations; changing the wording of specific items defeats this purpose. If wording changes are necessary, however, they should be made.
6. Pretest the instrument you have developed on a sample of your target population, and revise the instrument in accordance with the pretest results.

For detailed information on any of the preceding suggestions, consult references on test and survey instrument development.

Validation Items

Questions were developed for use by those wishing to validate the self-report questions in the survey. For example, if a respondent answered that he or she had written many computer programs in BASIC, then he or she should be able to correctly answer a question regarding the output of a simple BASIC program. For the field test, self-report items and validation items dealing with the same topic were administered to respondents. Of the 420 correlations between self-report and validation items that were computed, 31% were statistically significant at the .10 level--three times more than would be predicted by chance. Since the field test respondent sample was extremely small, the degree of correlation between the validation and self-report items may actually be underestimated.

In order to keep the validation items secure, and therefore of maximum use to researchers, they are not included in this package. They may be obtained by writing for:

1983 Computer Literacy Validation Items
National Center for Educational Statistics
Attention: Brown Building, Room 600
400 Maryland Avenue, SW.
Washington, DC 20202

A statement of nondisclosure must be agreed to before NCES releases the items.

The validation items do not constitute a test of the skills in any of the domains, and should not be regarded as an adequate measure of computer literacy. Their purpose should be only to validate specific

self-report questions on the survey. The psychometric properties of these items are unknown, as the items have not been administered to a sizeable respondent group and statistics have not been computed for them.

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Glossary

access: Used either as a verb or noun to indicate either gaining control of a system or the acquisition of data from a storage device or peripheral unit.

advanced computer programming: Courses in which students are taught more advanced programming skills and solve more complex problems than in a beginner's course. These might involve, for example, complex graphics or file design.

ALGOL: ALGOrithmic Language. A high level language by which numerical procedures may be precisely presented to a computer in a standard form.

algorithm: A defined process or set of rules that leads and assures development of a desired output from a given input. A sequence of formulas and algebraic/logical steps to calculate or determine a given task; process rules.

analog: Representation of information by an output signal which varies in a continuous manner with respect to the input. Contrasted with digital representation of information.

APL: A high level programming language, often used in education and sometimes used in conjunction with statistical databases.

Apple DOS 3.3: A Disk Operating System for Apple computers.

application: Use of a computer for a particular purpose, as in an educational application.

application package: A program, or set of programs, designed to perform a particular application, or task (as in information retrieval, word processing, data analysis).

assembly language: A programming language in which each statement corresponds to a single machine language instruction. Normally written in some form of mnemonic code.

authoring language: A high-level computer programming language designed for use by authors or writers as distinguished from computer programmers. CAI programs are often written in an authoring language.

authoring language programs: Computer programs written in a high level language called an authoring language. Sometimes associated with computer-assisted instruction.

back-up copy (of program or file): A second copy of a file in machine-readable form, which allows a user to retain information in the event the original is lost or damaged.

BASIC: Beginner's All-purpose Symbolic Instruction Code. A high level programming language designed for ease of use. Particularly suitable for entering and running programs on-line. It is now a standard programming language, in a number of variant forms, for microcomputers.

basic computer hardware: The essential mechanical, magnetic, electronic and electrical devices which go to make up a computer.

bit: Acronym for binary digit. Represents the smallest unit of information (corresponding to, eg 0 or 1; 'on' or 'off'; 'signal' or 'no signal'). Computers store information as a series of bits.

board: See printed circuit board.

business programs: Computer programs used to assist in operating or managing a business. They involve such operations as file processing, data manipulations, reporting, procedures for operating or quality control, and project budgeting.

byte: A group of adjacent bits, usually 8 bits, operating as a unit; corresponds to one alphabetic character.

CAI (Computer-Assisted Instruction): Instruction in which the computer is used as a 'teaching machine'. The computer presents instructional material, asks questions, evaluates student's progress, tailors instruction to the learner.

card: A card of standard size, thickness and shape used to input data and instructions into a computer.

card punch: A device which perforates cards in a specific location under the guidance either of a computer, or of a user at a keyboard. It is these perforations which give the computer instructions.

card reader: A device which permits the sensing of information punched on cards and converts this information into electronic messages.

cassette: A portable container for film or magnetic tape frequently used for loading programs or data into a computer.

cathode ray tube (CRT) An electronic display device, similar to a television picture tube, used to display information including graphics. Often referred to simply as a "display" or "video display."

CBI (Computer-Based Instruction): Same as CAI.

central processing unit (CPU): The "brains" of a computer. It carries out all the arithmetic, logic and control operations.

chip: A description of a single integrated circuit. It is usually in a package between 1 and 5cm in length, and having between 6 and 40 external connections. The type normally found in computer systems is called a logic chip.

CMI (Computer-Managed Instruction): Some application of computers to the management of instruction, such as testing, diagnosis of learning difficulties, keeping records of student progress, informing students of their next assignments.

COBOL: Common Business Oriented Language. A high level programming language designed especially for manipulation of business data. It uses terms which are related to ordinary English words.

compile: To translate a high level language into a sequence of machine language instructions for the computer.

compiler: A computer program which replaces certain items of input with series of instructions, usually called subroutines. The program which results from compiling is a translated and expanded version of the original. Compare with **interpreter**

Compuserve: An organization that provides information services via telecommunications. Sometimes referred to as an "information utility."

computer: An electronic device which receives input data, puts them into storage, operates on them according to a program, and outputs the result.

Computer-Assisted Instruction: See "CAI."

computer awareness: Introductory-level knowledge about computers: their capabilities, how they work, limitations, applications, social implications.

Computer-Based Instruction: See "CBI."

computer coordinator: In a school or school district, a person who coordinates computer-related activities such as equipment and software acquisition, computer-related training of teachers, or computer-related curricular materials.

computer education: Education about computers. May include computer science, data processing, or other computer-related subjects.

computer entry: An input to a computer from a terminal device.

computer error: A status word indicating that the computer has detected an error, and awaits a correction. Informally, mistakes ascribed to some aspect of a computer system or application.

computer interaction: The interaction of a computer with a person, through input devices such as a keyboard or joystick and through output devices such as a video display.

Computer-Managed Instruction (CMI): see CMI

computer programming: The development of a set of instructions directing the computer to carry out a desired sequence of operations. The objective is normally the solution of a problem.

Computer-related Learning Materials: Texts, teacher guides, computer programs, or other materials used in teaching about computers or in using computers to teach

school subjects.

computer specialist: In a school or school district, a staff person who specializes in computer-related educational curricula or methods.

computer science: The entire spectrum of theoretical and applied disciplines connected with the development and application of computers.

computing: A generic term for all mathematical and logical operations carried out according to precise rules of procedure.

control program (microprocessor): A specific designed sequence of instructions that guides the CPU through the various operations. Most often this program is permanently stored in ROM memory where it can be accessed but not erased by the CPU during operations.

converter: A device which converts data from one physical form to another, e.g. punched card to magnetic tape.

CP/M: Abbreviation for Control Program/Microcomputer. An operating system used on a variety of microcomputers.

CPU: Abbreviation for central processing unit.

CRT: Abbreviation for Cathode-Ray Tube.

cursor: A highlighted mark appearing on the computer display screen. A bright square or underscore character which indicates where the next entry on the keyboard will be recorded.

data: Groups of characters (alphanumeric or otherwise) which represent a specified value or condition. Data provide the building blocks of information.

database: A store of data on files which can be made accessible to a computer. It is designed for operation in connection with an information retrieval system.

database programs: Computer programs used to create, update, and manage a database, and to retrieve information from the data base.

data communication: The transmission and reception of data in the form of electromagnetic signals to a computer.

data communication equipment: The data communication process generally requires at least five elements: a transmitter or source of information; a message; a binary serial interface; a communication channel or link; and a receiver of transmitted information. A data communications interface is often needed to make the binary serial data compatible with the communication channel.

data entry: The writing, reading, or posting to a coding form or to a terminal or precessing medium, of information or instructions.

data processing: Includes all clerical, arithmetical and logical operations on data. Data processing in the context of information technology always implies the use of a computer for these operations.

data storage: The processes of storing information.

data terminal equipment: Any piece of equipment at which a communications path begins or ends.

debug: Isolate and correct errors in a computer routine or program.

delete, a program: To **purge**, or erase a program from a file.

disk drive: A device which reads from, or writes to, magnetic disks.

documentation: Written information about hardware, software or procedures, such as that contained in a user's guide.

drill-and-practice: A class of computer applications in which the computer presents questions or problems, accepts and evaluates students' answers, and gives some kind of feedback to the student. May adapt the questions to the students' level of ability, speed, or interests.

editing, text: Facilities designed into a computer program to permit the original keyboarding of textual copy without regard for the eventual format or medium for publication. Once the copy has been placed in computer storage, it can be edited and justified into any required column width and for any specified type font. See also **word processing**.

EDUNET: A computer-and-communications network serving educational institutions.

electronic chalkboard: Teacher's use of a computer in the classroom in a manner similar to a chalkboard, i.e. to present information to the class or to demonstrate a concept.

electronic data services:

electronic mail: A general term covering the electronic transmission, distribution, of messages. Unlike a telephone conversation, messages can be transmitted at one time, stored in a computer and then read at a later time.

electronic theft: Theft or illegal use of information stored electronically.

emulator: Hardware or software which makes a system appear, to other hardware or software, as another system. For example, a word processor may be able to emulate a telex, or a computer of one type may be able to appear to software as a different type of computer.

erase computer memory: To replace all the binary digits in a storage device with binary zeros.

field: A section of a computer record which is designated for the storage of specified information. For example, in a bibliographic database, a field might cover the data positions where the dates of publication of each document are recorded.

file: An organized structured, and named collection of information.

file management program: A computer program which assigns, or recognizes, labels identifying data files, and enables them to be called from storage as required.

floppy disk: A disk made of a flexible material, eg plastic, coated with a magnetic surface onto which information is encoded magnetically. Floppy disks are usually either 5 1/4 inches or 8 inches in diameter.

floppy disk drive: See "disk drive."

flowchart: A chart to represent, for a problem, the flow of data, procedures, growth, equipment, methods, documents, machine instruction, etc.

format statements: A predetermined arrangement of data. It may refer, for example, to: the layout of a printed document; the arrangement of data in a file; the order of instructions in a program. It can also mean a set of typographical commands available at a keyboard.

FORTRAN: An abbreviation for FORMula TRANslator. A high level programming language extensively used for scientific and mathematical programming.

function keys: Specific keys on a terminal keyboard which allow the user to issue a series of commands at a single key stroke. These keys can either be designated by the user, or come already programmed.

game paddle: An input device which is popular to computer games. It moves a target (or cursor) on the video monitor.

graphics plotter: A device which provides hard-copy output of graphics that are usually produced by computer.

graphics programs: Programs or routines that produce lines, curves, and other analog representations of data. They range from a small program that plots a simple graph on a teletypewriter to complex systems that provide multicolored three-dimensional displays, complete with legends—even in different character sizes and fonts.

graphics tablet: A device for inputting graphics. Using a stylus, diagrams, maps, charts or free-hand drawings can be created, and appear instantaneously on a display screen. The tablet can also be used to manipulate the image, or to direct it to a storage device for subsequent recall, or transmission.

hard disk: A circular metal plate with magnetic material on both sides, continuously rotated for reading or writing by means of one or more read/write heads mounted on movable or fixed arms; disks may be permanently mounted on a shaft, or as a package, they may be removable and others placed on the shaft.

hard disk drive: See "disk drive."

hardware: The mechanical, magnetic, electronic and electrical devices which go to make up a computer. Central processing units, display devices, keyboards and disk drives are examples of hardware.

high level programming language: A computer language which allows users to employ a notation with which they are already familiar, eg such terms as: if, then, print, +, etc. Each natural language instruction actually corresponds to several machine code instructions.

information retrieval: Technology and methods concerned with storing and searching through large quantities of information.

input: Information received by a computer, or its storage devices, from outside of the computer.

instruction: A command to a computer to carry out some operations.

instructional games: Game-like computer programs that have some instructional purpose or intent. May involve competition between student and computer or between two or more students.

item: A unit of information relating to a single document, person, etc, contained within a database.

interface: A general term to describe the connecting link between two devices or systems. Most frequently refers to the hardware and software required to couple together two processing elements in a computer system.

internal memory capacity: The amount of information which a memory element, or device has direct access.

interpreter: A computer program that translates a program from a high level language to machine code and executes it.

joystick: A lever whose motions control the movement of a cursor, or it can be used to write on a VDU.

keyboard: A device equipped with an ordered array of keys which are manually operated to encode data or instructions. A typewriter, for example, has a keyboard.

language: A set of representations and rules by which information is communicated within, and between, computers, or between computers and their users.

language interpreter: A general term for any processor, assembler, or other routine that accepts statements in one language and produces equivalent statements in another language.

light pen: An electronic stylus, containing a light sensor, which can be used to specify a position on a cathode ray tube display. Used for communication between

a user and a computer.

list: 1. A series of records in a file. 2. the act of printing such a series (without performing any additional processing).

load: To enter information, or a program into a computer.

log on/off: To initiate, or terminate on-line interaction with a computer.

Logo: A high-level computer programming language originally designed to provide a learning environment for children. Used to teach such concepts as procedural thinking, recursion, debugging, graphing.

machine readable form: Capable of being read by a computer input device.

magnetic tape drive: See "tape drive."

math or statistics computation: A computer program that performs mathematical or statistical operations.

memory: A device into which information can be stored for extraction by a computer when required.

memory location: A specific position in computer memory.

microcomputer: A small (desk top) computer which uses a microprocessor as its processing element. Often used loosely to refer to the microprocessor itself.

modem: An abbreviation of modulator-demodulator. A device for converting a digital signal (generated, for example, by a computer) into an analog signal by modulation. In this form, the signal can be transmitted along a standard telephone line. The received signal can be reconverted from analog to digital by the same device.

modulation: The addition of information to an electromagnetic signal (the carrier wave).

monitor: Hardware or software used to monitor the activity of a computer system.

mouse: A device which an operator can move over the surface of a graphics tablet. Its position is recorded by the computer, and can be used in moving text and illustrations about.

music board: A Printed Circuit Board that contains logic used in producing sound and music in a computer.

MS-DOS: A disk operating system that runs on IBM Personal Computers and other computers that are compatible with the IBM PC.

name: 1. A term of one or more words to identify a program or a file. 2. To give a name to a program or file.

on-line: Any use of equipment to interact directly with the central processor of a computer.

operating system: Software that manages the computer and its peripheral devices allowing the user to run programs and control operation of the devices..

optical scanner: A special optical device which scans patterns of incident light and generates analog/digital signals which are functions of the incident light synchronized with the scan, the primary purpose being to generate or 'read' digital representations of printed or written data.

output: Information transmitted by a computer, or its storage devices, to the outside world. It may, for example, be in the form of print on paper, punched cards or paper tape.

output capability: The number of unit loads that can be driven by the output of a circuit.

p-system: An operating system available for several models of microcomputer.

packaged computer program: Computer program that is published, usually by commercial publishers, for distribution and sale.

paper tape punch: A device which punches paper tape.

parallel Interface: A specific plug-and-socket connection between two parts of a computer system, like a printer and the processor. Interfaces are in two varieties, serial and parallel. A serial interface moves data one bit after another, serially. A parallel interface uses cable containing enough wires to carry each bit in a character simultaneously, so if the computer uses an eight-bit pattern to encode one character, the parallel interface will contain eight wires, each carrying one bit. Parallel interfaces are faster because they deliver eight bits at a time instead of one.

PASCAL: A language designed to enable teaching of programming as a systematic discipline and to do systems programming. Based on the language, ALGOL, it emphasizes aspects of structured programming.

password: A group of characters which a user inputs to a computer to gain access to the system. Used to protect a computer system from unauthorized access.

PC-DOS: See MS-DOS.

pilot: An original or test program, project, or device. A high-level programming language used for computer-assisted instruction.

port: A place of entry to, or exit from, a central processor.

printed circuit board Not actually a board, but a thin sheet of reinforced plastic with the electrical circuits, wiring and connections to other elements, such as a computer memory, plated on the surface of the plastic.

printer: An output device which converts electronic signals into print on paper.

processing, data: See "data processing."

program: An ordered list of instructions directing a computer to carry out a desired sequence of operations. The objective is normally the solution of a problem.

program file: 1. A flexible, easily updated reference system for the maintenance of the entire software library. 2. A named file containing a program, as distinguished from a data file.

programmer: 1. One who prepares programs for a computer. 2. A person who prepares instruction sequences without necessarily converting them into the detailed codes. 3. A person who prepares problem solving procedures and flowcharts and who may also write and debug routines.

programming language: A specific language used to prepare computer programs. There are hundreds of programming languages.

protocol: A set of conventions between communicating processes on the format and contents of messages to be exchanged.

protocol emulator: A software package that allows a digital node to communicate with a variety of foreign (nondigital) vendor equipment by emulating the communication protocols of the foreign host.

purge: To erase data from a file.

RPG: Report-Program Generator. A high-level programming language used to produce reports from computer data files.

range check: On some systems, this seeks the presence of one or more pairs of values or entries that data must fall within. Each pair of table entries consists of a low- and a high-data value in table lookup procedures.

read/write head: An electromagnetic device used to read from, or write on, a magnetic storage device such as a disk or tape.

records: A unit, or set of data, forming the basic element of a file.

recreational programs Computer programs designed for recreational purposes.

rename, a program or file: Instruct a computer to give a program or data file a new name.

ROM memory: Read-Only Memory. Can not be erased or modified by the user.

run: 1. One execution of a computer routine, program or collection of programs. 2. To command a computer to execute a program.

save: To store a record, file, or program usually on a permanent or semi-permanent storage medium.

screen: 1. A display device used to view computer output. (2) A particular presentation of information on a screen, analogous to a page in a book.

Serial (RS-232) interface: The interface between a modem and the associated data terminal equipment, and standardized by Electronic Industries Association (EIA) standard RS-232.

serial interface: Serial interfaces are widely used to connect terminals to computers; they are technically simpler than parallel interfaces and can be used over longer distances. See also "parallel interface."

simulation: The representation of the behavior of physical or social systems and phenomena by computers, models, or other equipment.

software: The instructions, programs, which are used to direct the operation of a computer. Distinguished from **hardware**.

software package: A generalized program, or set of programs written to cover the requirements of a number of users.

spreadsheet: A class of computer programs that are used to manipulate data and formulas in a "spreadsheet" format, i.e. in rows and columns.

storage: 1. A storage device, or the medium on which information is stored. 2. The process of storing information.

stylus: 1. Synonym for light pen. 2. Device used in conjunction with a graphics tablet to input and manipulate graphical information.

system: An organized set of components which interact in a regulated fashion.

system utilities: A system or program that is developed to perform miscellaneous or utility functions such as copying or printing files.

tape: A strip of material that may be punched, coated, or impregnated with magnetic or optically sensitive substances, and used for data input, storage, or output.

tape drive: A device that moves tape past a head that reads and writes information on the tape.

telecommunication programs: A program which permits the transmission or reception of signals, writing, sounds, or intelligence of any nature by wire, radio, light beam, or any other electromagnetic means.

terminal: A hardware device that transmits input to and receives output from a computer. A small computer is often used as a terminal for a larger computer.

text editing: The editing of text on a computer. It may be carried out on any form of computer, from a mainframe with appropriate software to a dedicated word processor.

The Source: An organization that provides computer and information services to subscribers. Sometimes called an "information utility."

TRSDOS: An operating system for Tandy Radio-Shack computers.

TSO: Time-Sharing Option, an operating system that runs on mainframe computers.

tutorials: A class of instructional computer programs that performs some of the functions of a tutor, i.e. presents information to the learner, asks questions, accepts and evaluates student answers, and tailors instruction to the skill, speed or interests of the learner.

UNIX: A multiprogramming operating system developed at Bell Laboratories that features sophisticated software and text-developing utilities.

user: 1. A person who is using a computer. 2. The person or company using a remote terminal in a time-shared computer system for the purpose of entering a program for execution by the computer.

user friendliness: A system with characteristics, or style, of a system that make it easy or pleasant to interact with the computer.

user's group: Organizations made up of users of various computing systems to give the users an opportunity to share knowledge they have gained in using a digital computing system and exchange programs they have developed.

VMS: Virtual Memory System.

VDU: Video display unit. A device, like a television screen, that displays output from a computer. See also "screen."

voice synthesizer: A device used for the production of speech using artificial means.

word processing: Handling of text via computer. Includes such functions as text editing, storing text electronically, formatting documents, and typesetting.

word processing program: A computer program used by a person to assist in creating, storing, editing, revising, formatting and printing text materials such as letters, essays, or books.

zenix: An operating system that runs on some microcomputers, adapted from a popular operating system called UNIX.

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Note

Unique items appear on separate lines.
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COMPUTER LITERACY

QUESTIONS FOR SUPERINTENDENTS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your district have written goals for students' computer literacy?

_____ Yes, in place

_____ Yes, in progress

_____ No

_____ Don't know

2. If yes, which goals have been established in your district for computer education? Check all that apply.

_____ Computers to be used as a functional working tool by all students in a wide variety of subject areas

_____ Computers to manage the educational process by supplying individual prescriptions to each student

_____ Computer science courses to be offered

_____ Data processing courses to be offered

_____ Computers to be used in conjunction with other technologies

_____ None of the above

_____ Don't know

3. Does your district have written policies concerning computer utilization?

_____ Yes

_____ No

_____ Don't know

4. If yes, which of the following areas do your district policies cover? Check all that apply:

☐ Integration of computer-related learning objectives into the existing curricula

☐ Sharing of equipment

☐ Development of computer software

☐ Standardization of hardware and software

☐ Loaning computers to students or staff

☐ Graduation requirements

☐ Recreational use of computers

☐ Not applicable

5. What has been instrumental in developing and expanding computer activity in your district? Check all that apply:

☐ Business/community initiative or support

☐ University/college assistance

☐ Federal funding

☐ State assistance

☐ Local appropriations

☐ Administrative initiative or support

☐ Teacher initiative or support

☐ Student initiative or support

☐ Local board policy

☐ Parent initiative or support

☐ We have no computer-related activities in our school

6. If you have no computer-related activities in your district, what factors have delayed your district's entry into computer education? Check all that apply:

_____ Cost factors

_____ How district budgets are organized

_____ Need for more planning

_____ Equity issues

_____ Active opposition

_____ Lack of trained personnel

_____ Lack of adequate software

_____ Lack of adequate hardware

_____ All of the above

_____ Other _____

7. Which, if any, of the following courses are taught in your district? Check all that apply:

_____ Introduction to Computing

_____ Computer Science

_____ Computer Programming

_____ Word Processing

_____ Data Processing

_____ None of these courses

8. Does your district have specific timetables for implementing computer-based systems and/or curricula?

_____ Yes

_____ No

_____ Don't know

9. Does your district have a special procurement process for acquiring computer equipment?

_____ Yes

_____ No

_____ Don't know

10. Does your district have specific policies or procedures for obtaining parental input to computer-related decisions?

_____ Yes

_____ No

_____ Don't know

11. In what way are parent groups involved with computers in your district? Check all that apply.

_____ Providing organized community support

_____ Funding hardware or software purchases

_____ Serving as teacher aids

_____ Helping with planning for computers

_____ Using school computers at home with their children

_____ Writing computer programs

_____ Fund raising for computer-related activities and materials

_____ Providing individual support

_____ Other _____

12. Has some non-school group, such as a computer firm in your area, sponsored a project that supported the use of computers in your district?

_____ Yes

_____ No

_____ Don't know

13. For which of the following items are there budgets established in your district? Check all that apply:

_____ Computer hardware (keyboards, monitors, computers, disk drives, printers, graphic tablets, etc.)

_____ Computer software and courseware (programs, etc.)

_____ Teacher training related to hardware and software use

14. How are computers used to support instruction in your district? Check all that apply:

_____ Used for teaching and learning

_____ Used for instruction in programming

_____ Used as a tool in various subjects and courses

_____ Used for computer-managed instruction

15. In your district, are there specific rules that govern any of the following? Check all that apply:

☐ Protecting equipment from damage
☐ Protecting equipment from loss
☐ Destroying another person's data
☐ Disrupting the operation of the computer
☐ Scheduling or sharing equipment
☐ Scheduling or sharing programs
☐ Copying copyrighted programs
☐ Copying other students' graded computer work

16. When school is closed either for the summer or extended holidays, what is your policy regarding computers? Check all that apply.

☐ Send computers home with students
☐ Allow teachers or administrators to borrow them
☐ Distribute them to other selected individuals
☐ Lock them up for safekeeping
☐ Leave them in their assigned location
☐ Use them for school or district training or curriculum development
☐ Send them out for maintenance
☐ Use them in summer camp
☐ None of the above

17. What procedures does your district use for evaluating and selecting computer-related learning materials? Check all that apply:

_____ An evaluation committee reviews proposed materials

_____ A computer coordinator or specialist reviews proposed materials

_____ We rely on salespersons' recommendations

_____ We rely on external evaluators, such as consultants or state education departments

_____ A supervisor or administrator reviews proposed materials

_____ A media specialist reviews proposed materials

_____ We rely on teacher recommendations

_____ Other _____

18. Which of the following are methods or techniques used in your district to assess students' skill and knowledge of computer-related topics? Check all that apply:

_____ Standardized tests

_____ Teacher-made tests

_____ Questionnaires

_____ Project evaluations

_____ Teachers' observations

_____ Others' observations

_____ Other _____

Has your district investigated how computers might be used for any of the following administrative purposes?

	<u>Investigated</u>	<u>Implemented</u>	<u>Neither</u>
19. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Student records/ report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Inventory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Printing mailing labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Electronic mail to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Electronic mail to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Student scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Student testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Personnel records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Which of the following are you currently using to meet the administrative computing needs of your district? Check all that apply.

☐ Our own district mainframe computer

☐ Our own district microcomputer(s)

☐ A multi-district or regional public computer service

☐ A commercial computer service

☐ Other _____

☐ We do not use computers for administrative purposes

31. Does your district use computers for career guidance?

_____ Yes

_____ No

_____ Don't know

32. Does your district have an assigned computer coordinator who is responsible for computer use in instruction?

_____ Yes

_____ No

_____ Don't know

33. If yes, who assigned the computer coordinator to this position?

_____ Superintendent/Board of Education

_____ Principal

_____ Other Administrator

_____ Teachers

34. Has your district offered training in introduction to computing, computer programming or computer science to the staff?

_____ Yes

_____ No

_____ Don't know

35. If yes, who was responsible for arranging for inservice training?

_____ Superintendent

_____ Assistant Superintendent/Curriculum Supervisor

_____ Principal

_____ Teachers

_____ Other _____

36. If yes, what staff was eligible for training?

_____ Teachers

_____ Support staff

_____ Administration

37. Does your district provide release time or financial incentives for teachers who develop computer-based instructional programs?

_____ Yes

_____ No

_____ Don't know

38. How do you disseminate information concerning computer activities in your district? Check all that apply:

_____ Newsletters

_____ Computer fairs

_____ Computer open house

_____ Press releases

_____ Letters to parents or staff

_____ Faculty meetings

_____ Visits to other institutions

_____ Demonstrations of new equipment/courseware

_____ Conferences or meetings

_____ Workshops

_____ None of the above

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very Influential</u>	<u>Influential</u>	<u>Not Influential</u>
39. The Superintendent/School Board	o	o	o
40. School principals	o	o	o
41. Computer coordinator/specialist	o	o	o
42. Teachers	o	o	o
43. Parents	o	o	o
44. Supervisors	o	o	o
45. Local businesses	o	o	o
46. Students	o	o	o
47. Other _____	o	o	o

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
48. Deciding what computer-related skills and knowledge are to be learned by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Determining computer-related course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Establishing budgets for computer-related projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Planning staff training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Implementing staff training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Evaluating and selecting computer hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Evaluating and selecting computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Determining procurement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Assigning computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Evaluating student benefits from computer-related programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Communicating with parents and school board re course content, fund-raising, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis- advantage</u>	<u>Not a Dis- advantage</u>
60. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
61. Lack of student interest	<input type="radio"/>	<input type="radio"/>
62. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
63. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
64. Difficulty with integrating computer- taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
65. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
66. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
67. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
68. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An Advantage</u>	<u>Not an Advantage</u>
69. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
70. Having great patience	<input type="radio"/>	<input type="radio"/>
71. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
72. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
73. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
74. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

75. Have you personally written or designed a computer program that teaches or provides instruction in a particular topic or skill?

_____ No

_____ Yes, 1 program

_____ Yes, 2-5 programs

_____ Yes, 6 or more programs

76. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

_____ Newspaper articles

_____ Weekly computer periodicals (such as Infoworld)

_____ General computer periodicals (such as Popular Computing, Byte magazine, Consumer Report)

_____ Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)

_____ Professional periodicals (such as Math Teacher, AEDS Monitor)

_____ Software catalogs

_____ Regional teacher training centers

_____ Colleagues and friends

_____ Formal classes or workshops, including inservice

_____ "User" or other professional groups

_____ Electronic data services (such as The Source, CompuServe, EDUNET)

_____ Magazines delivered on electronic media

_____ Television/radio

_____ Other _____

77. What has been the primary source of computer-related curricular material for your district? Check one:

- ☐ Computer manufacturers or distributors
- ☐ Published texts
- ☐ Materials developed by other school systems
- ☐ Material developed within our school or district
- ☐ Public domain materials
- ☐ Professional literature

QUESTIONS ABOUT USING COMPUTER PROGRAMS

78. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

- ☐ Learning a programming language (such as Pascal, Logo, or BASIC)
- ☐ Learning word processing
- ☐ Learning computer science
- ☐ Learning research applications
- ☐ Learning data processing
- ☐ Learning business applications
- ☐ A general introduction to computing course
- ☐ Learning about computer software
- ☐ Learning about computer hardware
- ☐ Learning authoring languages
- ☐ Other, please specify _____
- ☐ None

Which of the following computer resources are available in your district?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
79. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Other _____			

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
106. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Other _____			
129. _____ I have not used any of these devices			

130. Are microcomputers being used with videocassette recorders and/or videodisc players in your district?

_____ Yes, with videocassette recorders

_____ Yes, with videodisc players

_____ Yes, with both

_____ No

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
131. Manuals supplied by the hardware company or publishers	o	o	o
132. Technical assistance from the vendor	o	o	o
133. School or district-level technical assistance	o	o	o
134. "Users" group	o	o	o
135. Tutorial programs	o	o	o
136. Friends/colleagues/family	o	o	o
137. Reference books	o	o	o
138. Independent technical assistance	o	o	o
139. Professional periodicals	o	o	o
140. Commercial periodicals	o	o	o
141. Local professional organizations	o	o	o

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>
142. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Other, please specify _____			
151. _____ I do not evaluate computer programs			

152. Given the computer hardware in your district, which of the following kinds of programs are available for you personally to use? Check all that apply:

☐ Simulations

☐ Business programs (e.g., spreadsheets)

☐ Math or statistics computation

☐ Text editing or word processing

☐ Tutorial programs

☐ Drill-and-practice programs

☐ Data base or file management programs

☐ Graphics programs

☐ Authoring language programs

☐ Telecommunication programs

☐ Compilers

☐ Recreational programs

☐ System utilities

153. Do you have a single-user microcomputer or computer terminal in your office?

☐ Yes

☐ No

154. Does your secretary have a single-user microcomputer or computer terminal to use at work?

☐ Yes

☐ No

155. Where do you have access to a computer outside of school? Check all that apply:

 I do not have access to a computer outside of school

 At home

 At a friend's home

 At someone's place of work

 At a college or university

 At a library

 Other, please specify _____

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
156. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
169. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
170. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
171. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
172. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

173. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

☐ Alphabetic

☐ Numeric

☐ Function (for example, "enter" or "return")

☐ None

174. How often do you personally use a word processing program or a computer dedicated to word processing?

☐ Never

☐ Rarely

☐ Monthly

☐ Weekly

☐ Daily

175. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

☐ I have not used a word processing program

☐ Less than one month

☐ Two to four months

☐ Five months to a year

☐ 13-24 months

☐ More than 2 years

176. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

☐ Memoranda

☐ Letters

☐ Short reports (up to 19 pages)

☐ Long reports (20 or more pages)

☐ Other _____

☐ Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
177. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. <input type="checkbox"/> I have not produced any of these outputs			

182. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

_____ I have not accessed any data bases

_____ Career information

_____ Bibliographical citations (library)

_____ Stock market

_____ School or district data (personnel, budget, inventory, etc.)

_____ Student records

_____ National press wire services

_____ Electronic bulletin board

_____ Computer courseware or other educational resources

_____ Recreational programs

_____ Other _____

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

183. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

☐ I have not done any of these activities

☐ Loaded a program into memory

☐ Saved a program on a disk, tape, or cards

☐ Named or renamed a program file

☐ Listed a program

☐ Backed up a copy of a program or file

☐ Deleted a program from disk or tape

☐ Erased computer memory

☐ Accessed a catalog or menu of saved programs

☐ Run a program

☐ Tested and debugged a program

184. In which of the following languages have you written a program? Check all that apply:

<input type="checkbox"/> I have not written a program	<input type="checkbox"/> Logo
<input type="checkbox"/> APL	<input type="checkbox"/> Pascal
<input type="checkbox"/> Assembly Language	<input type="checkbox"/> Pilot
<input type="checkbox"/> BASIC	<input type="checkbox"/> RPG
<input type="checkbox"/> COBOL	<input type="checkbox"/> Other _____
<input type="checkbox"/> FORTRAN	

185. What was the length, in lines, of the longest program you have written?

- _____ 0, I have not written a program
- _____ 1-10 lines or 1 procedure
- _____ 11-25 lines or 2-3 procedures
- _____ 26-50 lines or 4-10 procedures
- _____ 51-100 lines or 11-20 procedures
- _____ 101 or more lines or 21 or more procedures

186. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

- _____ I have never changed a program
- _____ 1-20 lines (approximately 1 screen)
- _____ 21-40 lines (approximately 2 screens)
- _____ 40 or more lines

187. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

_____ I have not written a program

_____ Repetition or iteration

_____ Conditional decisions ("if, then")

_____ Use of variables

_____ Logical operations

_____ Arithmetic operations

_____ Sound output

_____ Graphical output

_____ Using arrays

_____ Using data files

_____ Statements for accepting input from keyboard or other peripheral device

_____ Format statements or image strings for outputting information on video display, printer or other peripheral device

188. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

_____ The input data was inaccurate ("Garbage in/
garbage out")

_____ The program "rounded off" inappropriately

_____ There was a logical error in the program

_____ The input data was called from the wrong memory location
(wrong field, wrong variable, etc.)

_____ The program was inappropriate for the problem

_____ Other, please specify _____

_____ None

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many districts use computers for recording and accessing data about students and staff. Please answer the following four questions if your district uses computers for this purpose. Check all that apply:

189. Who uses the computer?

_____ Principal

_____ Teachers

_____ Special computer personnel

_____ Guidance counselors

_____ Secretaries, Clerks

_____ Students

_____ Other _____

190. What types of information are maintained in the computer system about students?

_____ Classes requested
_____ Classes enrolled
_____ Grades received
_____ Homeroom assignment
_____ Standard test scores
_____ Honors
_____ School enrolled
_____ Personal profile
_____ Attendance
_____ Class schedule
_____ Residence
_____ Age (Birth date)
_____ Telephone number
_____ Other _____

191. What types of information are maintained in the computer system about staff?

_____ Salary
_____ Residence
_____ Years of service
_____ Educational attainment
_____ Current grade level of classes
_____ Subject areas of current classes
_____ School
_____ Certification status
_____ Other _____

192. What sorts of summary information do you retrieve or generate from the student record system in your district?

_____ Course enrollments

_____ Student schedules

_____ School or district standardized test score summaries

_____ Bussing schedules and routes

_____ Attendance records

_____ Room/building utilization

_____ Grade point averages

_____ Class ranks

_____ Other _____

193. Which of the following groups utilize computer generated reports in your district?

_____ Administrative personnel

_____ Instructional personnel

_____ Students

_____ Parents

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
194. Mathematical calculations, such as those used in maintaining a checkbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
195. Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
196. Operating small appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. Scoring student tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Reporting standardized test scores to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Maintaining mailing lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. Retaining student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201. Scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202. Scheduling transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
203. Performing statistical analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
204. Constructing individualized instruction plans (IEP's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
205. Keeping student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
206. Creating student report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
207. Operating security system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
208. Operating air conditioning/heating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
209. Operating lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
210. Writing payroll checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211. Operating a sprinkler (fire prevention or landscape watering) system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
212. Operating a telephone answering system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
213. Labor relations and negotiations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
214. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

215. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

_____ Established categories of data to be collected

_____ Identified indicators or measures for data categories

_____ Obtained data

_____ Dealt with missing data

_____ Changed data into a machine-readable form

_____ Verified machine data against raw data

_____ Conducted range check

_____ Examined summary statistics, such as totals, means and standard deviations

_____ Other _____

In your district, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
216. Intentional equipment damage	o	o	o	o
217. Equipment theft	o	o	o	o
218. Intentional destruction of data	o	o	o	o
219. Unauthorized change of data	o	o	o	o
220. Theft of data	o	o	o	o
221. Copying copyrighted programs	o	o	o	o
222. Theft of passwords	o	o	o	o
223. Intentional disruption of operating system	o	o	o	o
224. Student cheating on computer projects	o	o	o	o

225. In the past year have you been affected by a "computer error" in your district?

_____ Yes

_____ No

226. If yes, generally how quickly was the error fixed?

_____ As soon as it was noticed (i.e., immediately)

_____ Within one day

_____ Within one week

_____ In 1-2 weeks

_____ In 3-4 weeks

_____ It has not been fixed

227. If yes, how much did the error cost?

_____ Don't know

_____ Less than \$50

_____ \$51 - \$500

_____ \$501 - \$5,000

_____ \$5,000+

228. In the past year, have you heard any complaints from students, parents, or employees about loss of jobs or curtailment of jobs due to the introduction of computers?

_____ Yes

_____ No

229. In the past year, have you heard any student, parent, or employee tell you that they are using a computer in their job?

_____ Yes

_____ No

230. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

_____ Yes

_____ No

231. In the past month, how many complaints have you received from parents, students, or district employees regarding computer-related invasion of privacy?

_____ None

_____ 1-3

_____ 4-10

_____ 11-20

_____ 21+

232. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

_____ Omitting certain information when filling out forms or applications

_____ Requesting your name be removed from a list

_____ Declining to provide your social security number

_____ Complaining to government agencies

_____ Writing to a legislator

_____ Writing to the editor of a newspaper or magazine

_____ Other _____

_____ I have not taken any such actions

233. Which of the following actions have you taken in your district to protect the privacy of entries on a computerized data base? Check all that apply:

- ☐ Restricted or limited the data that was collected or entered into the data base
- ☐ Identified individuals by identification number instead of names
- ☐ Stored information necessary to link names with ID numbers in a separate location
- ☐ Periodically purged data
- ☐ Encoded all data
- ☐ Restricted physical access to terminals
- ☐ Assigned user "log on" ID to restrict access to data
- ☐ Encrypted data when transferring from one location to another
- ☐ Restricted physical access to data cards, tapes, or disks
- ☐ I have not taken any such actions

234. Do you (or any member of your family) have a computer at home?

_____ Yes

_____ No

235. If yes, about how many minutes per week do you use it?

_____ Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

<u>Computer Use</u>	<u>Proportion of Time</u>				
236. Working alone	0%	25%	50%	75%	100%
237. Teaching someone	0%	25%	50%	75%	100%
238. Working together with someone	0%	25%	50%	75%	100%

239. If yes, what proportion of the time that you spend using computer at home is spent in recreation use (either alone or with others)?

_____ 0%

_____ 25%

_____ 50%

_____ 75%

_____ 100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

240. Which of the following operating systems have you personally used?

_____ CP/M

_____ Apple DOS3.3

_____ TRSDOS

_____ MS-DOS or PC-DOS

_____ Unix

_____ UCSD-p-system

_____ Zenix

_____ VMS

_____ TSO

_____ Other _____

_____ Don't know

_____ I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
241. Modem	o	o	o
242. Serial (RS232) or Parallel Interface	o	o	o
243. Port	o	o	o
244. Protocol Emulator or Converter	o	o	o

QUESTIONS THAT INVENTORY COMPUTER-RELATED RESOURCES

245. Approximately what percentage of the microcomputers in your district are reserved strictly for teacher use (for classroom management, inservice training, etc.)?

- 0-25% of the microcomputers
 26-50% of the microcomputers
 51-75% of the microcomputers
 76-100% of the microcomputers

How are computer resources (terminals, microcomputers, etc.) shared in your district? Check the one that most closely describes your district, for each school level.

	High Schools (246)	Middle or Jr. High Schools (247)	Elementary Schools (248)
All schools have approximately the same number of computers that they keep all year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One school has more computers than the other(s) and keeps them all year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A number of computers are rotated as a group through the schools for a specific period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of computers varies from school to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPUTER LITERACY

QUESTIONS FOR PRINCIPALS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your school have written goals for students' computer literacy?

☐ Yes, in place

☐ Yes, in progress

☐ No

☐ Don't know

2. If yes, which goals have been established in your school for computer education? Check all that apply.

☐ Computers to be used as a functional working tool
by all students in a wide variety of subject areas

☐ Computers to manage the educational process by
supplying individual prescriptions to each student

☐ Computer science courses to be offered

☐ Data processing courses to be offered

☐ Computers to be used in conjunction with other
technologies

☐ None of the above

☐ Don't know

3. Does your school have written policies concerning computer utilization?

☐ Yes

☐ No

☐ Don't know

4. If yes, which of the following areas do your school policies cover?
Check all that apply:

_____ Integration of computer-related learning objectives
into the existing curricula

_____ Sharing of equipment

_____ Development of computer software

_____ Standardization of hardware and software

_____ Loaning computers to students or staff

_____ Graduation requirements

_____ Recreational use of computers

_____ Not applicable

5. What has been instrumental in developing and expanding computer activity in your school? Check all that apply:

_____ Business/community initiative or support

_____ University/college assistance

_____ Federal funding

_____ State assistance

_____ Local appropriations

_____ Administrative initiative or support

_____ Teacher initiative or support

_____ Student initiative or support

_____ Local board policy

_____ Parent initiative or support

_____ We have no computer-related activities in our
school

6. Are computer units or courses offered as electives or as requirements in your school?

_____ Yes, as electives

_____ Yes, as requirements

_____ Yes, both as electives and requirements

_____ No

7. Which, if any, of the following courses are taught in your school?
Check all that apply:

_____ Introduction to Computing

_____ Computer Science

_____ Computer Programming

_____ Word Processing

_____ Data Processing

_____ None of these courses

8. Have the enrollments for computer-related courses in your school increased since last year?

_____ Yes, in elective courses

_____ Yes, in requirement courses

_____ Yes, in both

_____ No

_____ Don't know

9. Does your school have specific timetables for implementing computer-based systems and/or curricula?

_____ Yes

_____ No

_____ Don't know

10. Does your school have a special procurement process for acquiring computer equipment?

_____ Yes

_____ No

_____ Don't know

11. Does your school have specific policies or procedures for obtaining parental input to computer-related decisions?

_____ Yes

_____ No

_____ Don't know

12. In what way are parent groups involved with computers in your school? Check all that apply:

_____ Providing organized community support

_____ Funding hardware or software purchases

_____ Serving as teacher aids

_____ Helping with planning for computers

_____ Using school computers at home with their children

_____ Writing computer programs

_____ Fund raising for computer-related activities and materials

_____ Providing individual support

_____ Other _____

13. Has some non-school group, such as a computer firm in your area, sponsored a project that supported the use of computers in your school?

_____ Yes

_____ No

_____ Don't know

14. What mechanics have been put in operation for parents to become knowledgeable about computers and to be informed about what their children are doing? Check all that apply:

☐ Parent/teacher meetings and demonstrations

☐ Parent/student workshops

☐ Computer assignments and printouts sent home

☐ Assistance in purchasing appropriate hardware and software for home use

☐ Student assignments to be done at home

☐ Other _____

☐ None of the above

15. For which of the following items are there budgets established in your school? Check all that apply:

☐ Computer hardware (keyboards, monitors, computers, disk drives, printers, graphics tablets, etc.)

☐ Computer software and courseware (programs, etc.)

☐ Teacher training related to hardware and software use

16. How are computers used to support instruction in your school? Check all that apply:

☐ Used for teaching and learning

☐ Used for instruction in programming

☐ Used as a tool in various subjects and courses

☐ Used for computer-managed instruction

In which of the subject areas or school programs listed below do students learn to use and/or program computers?

	<u>Learn to Use As A Tool</u>	<u>Learn to Program</u>	<u>Use for Learning Subject Matter</u>	<u>Not Applicable</u>
17. Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Business Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Introduction to Computing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Distributive Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Home Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Independent Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Programs for Gifted Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Special Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Vocational Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Other, please specify _____				

38. In your school, are there specific rules that govern any of the following? Check all that apply:

- ☐ Protecting equipment from damage
- ☐ Protecting equipment from loss
- ☐ Destroying another person's data
- ☐ Disrupting the operation of the computer
- ☐ Scheduling or sharing equipment
- ☐ Scheduling or sharing programs
- ☐ Copying copyrighted programs
- ☐ Copying other students' graded computer work

39. When school is closed either for the summer or extended holidays, what is your policy regarding computers? Check all that apply.

- ☐ Send computers home with students
- ☐ Allow teachers or administrators to borrow them
- ☐ Distribute them to other selected individuals
- ☐ Lock them up for safekeeping
- ☐ Leave them in their assigned location
- ☐ Use them for school or district training or curriculum development
- ☐ Send them out for maintenance
- ☐ Use them in summer camp
- ☐ None of the above

40. What procedures does your school use for evaluating and selecting computer-related learning materials? Check all that apply:

_____ An evaluation committee reviews proposed materials

_____ A computer coordinator or specialist reviews proposed materials

_____ We rely on salespersons' recommendations

_____ We rely on external evaluators, such as consultants or state education departments

_____ A supervisor or administrator reviews proposed materials

_____ A media specialist reviews proposed materials

_____ We rely on teacher recommendations

_____ Other _____

41. Which of the following are methods or techniques used in your school to assess student's skill and knowledge of computer-related topics? Check all that apply:

_____ Standardized tests

_____ Teacher-made tests

_____ Questionnaires

_____ Project evaluations

_____ Teachers' observations

_____ Others' observations

_____ Other _____

Has your school investigated how computers might be used for any of the following administrative purposes?

	<u>Investigated</u>	<u>Implemented</u>	<u>Neither</u>
42. Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Student records/ report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Inventory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Printing mailing labels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Electronic mail to staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Electronic mail to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Student scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Student testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Personnel records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Which of the following are you currently using to meet the administrative computing needs of your school? Check all that apply:

☐ Our own school mainframe computer

☐ Our own school microcomputer(s)

☐ A multi-district or regional public computer service

☐ A commercial computer service

☐ Other _____

☐ We do not use computers for administrative purposes

54. Does your school use computers for career guidance?

_____ Yes

_____ No

_____ Don't know

55. Does your school have an assigned computer coordinator who is responsible for computer use in instruction?

_____ Yes

_____ No

_____ Don't know

56. If yes, who assigned the computer coordinator to this position?

_____ Superintendent/Board of Education

_____ Principal

_____ Other Administrator

_____ Teachers

57. Has your school offered training in introduction to computing, computer programming or computer science to the staff?

☐ Yes

☐ No

☐ Don't know

58. If yes, who was responsible for arranging for inservice training?

☐ Superintendent

☐ Assistant Superintendent/Curriculum Supervisor

☐ Principal

☐ Teachers

☐ Other _____

59. If yes, what staff was eligible for training?

☐ Teachers

☐ Support staff

☐ Administration

60. Does your school provide release time or financial incentives for teachers who develop computer-based instructional programs?

☐ Yes

☐ No

☐ Don't know

61. How do you disseminate information concerning computer activities in your school? Check all that apply:

- ☐ Newsletters
- ☐ Computer fairs
- ☐ Computer open house
- ☐ Press releases
- ☐ Letters to parents or staff
- ☐ Faculty meetings
- ☐ Visits to other institutions
- ☐ Demonstrations of new equipment/courseware
- ☐ Conferences or meetings
- ☐ Workshops
- ☐ None of the above

62. Is your school involved in a network, consortium or organization that does the following? Check all that apply:

- ☐ Shares hardware resources
- ☐ Shares software resources
- ☐ Shares data
- ☐ Shares personnel
- ☐ Shares ideas
- ☐ Not involved

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very Influential</u>	<u>Influential</u>	<u>Not Influential</u>
63. The Superintendent/School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. School principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Computer coordinator/specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
72. Deciding what computer-related skills and knowledge are to be learned by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Determining computer-related course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Establishing budgets for computer-related projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Planning staff training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Implementing staff training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Evaluating and selecting computer hardware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Evaluating and selecting computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Determining procurement process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Assigning computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Evaluating student benefits from computer-related programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Communicating with parents and school board re course content, fund-raising, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

Listed below are some ways teachers use or teach about computers. Please check those activities that currently take place in your school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>
84.	For numerical calculations	<input type="radio"/>	<input type="radio"/>
85.	To run simulations	<input type="radio"/>	<input type="radio"/>
86.	For instructional games	<input type="radio"/>	<input type="radio"/>
87.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>
88.	For student problem solving	<input type="radio"/>	<input type="radio"/>
89.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>
90.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>
91.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>
92.	To score tests	<input type="radio"/>	<input type="radio"/>
93.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>
94.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>
95.	For information retrieval	<input type="radio"/>	<input type="radio"/>
96.	For student analysis of data	<input type="radio"/>	<input type="radio"/>
97.	For word processing	<input type="radio"/>	<input type="radio"/>
98.	For special needs students	<input type="radio"/>	<input type="radio"/>
99.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>
<u>Teach</u>			
100.	To teach programming	<input type="radio"/>	<input type="radio"/>
101.	To teach computer operation	<input type="radio"/>	<input type="radio"/>
102.	To teach data processing	<input type="radio"/>	<input type="radio"/>
103.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>
104.	To teach history of computers	<input type="radio"/>	<input type="radio"/>
105.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>
106.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>
107.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>
108.	To teach problem solving	<input type="radio"/>	<input type="radio"/>
109.	Other, please specify _____		

In what subject areas does your school individualize instruction based on computerized testing and computer-managed instruction?

	<u>For individual educational plans (IEP's)</u>	<u>Other than for IEP's</u>
110. Art/Graphic Arts	<input type="radio"/>	<input type="radio"/>
111. Business Education	<input type="radio"/>	<input type="radio"/>
112. Computer Education (fundamentals of computing)	<input type="radio"/>	<input type="radio"/>
113. Computer Programming (in-depth study of a programming language)	<input type="radio"/>	<input type="radio"/>
114. English/Language Arts	<input type="radio"/>	<input type="radio"/>
115. Foreign Languages	<input type="radio"/>	<input type="radio"/>
116. Health	<input type="radio"/>	<input type="radio"/>
117. Home Economics	<input type="radio"/>	<input type="radio"/>
118. Industrial Arts	<input type="radio"/>	<input type="radio"/>
119. Mathematics	<input type="radio"/>	<input type="radio"/>
120. Music	<input type="radio"/>	<input type="radio"/>
121. Performing Arts	<input type="radio"/>	<input type="radio"/>
122. Physical Education	<input type="radio"/>	<input type="radio"/>
123. Science	<input type="radio"/>	<input type="radio"/>
124. Social Studies/Social Science	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis- advantage</u>	<u>Not a Dis- advantage</u>
125. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
126. Lack of student interest	<input type="radio"/>	<input type="radio"/>
127. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
128. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
129. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
130. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
131. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
132. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
133. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An Advantage</u>	<u>Not an Advantage</u>
134. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
135. Having great patience	<input type="radio"/>	<input type="radio"/>
136. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
137. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
138. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
139. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

140. Have you personally written or designed a computer program that teaches or provides instruction in a particular topic or skill?

_____ No

_____ Yes, 1 program

_____ Yes, 2-5 programs

_____ Yes, 6 or more programs

141. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

_____ Newspaper articles

_____ Weekly computer periodicals (such as Infoworld)

_____ General computer periodicals (such as Popular Computing, Byte magazine, Consumer Report)

_____ Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)

_____ Professional periodicals (such as Math Teacher, AEDS Monitor)

_____ Software catalogs

_____ Regional teacher training centers

_____ Colleagues and friends

_____ Formal classes or workshops, including inservice

_____ "User" or other professional groups

_____ Electronic data services (such as The Source, CompuServe, EDUNET)

_____ Magazines delivered on electronic media

_____ Television/radio

_____ Other _____

142. What has been the primary source of computer-related curricular material for your school? Check one:

☐ Computer manufacturers or distributors

☐ Published texts

☐ Materials developed by other school systems

☐ Material developed within our school or district

☐ Public domain materials

☐ Professional literature

143. Which individuals in your school teach others about or how to use computers? Check all that apply:

☐ Administrators

☐ Teachers

☐ Paid teacher aides or paraprofessionals

☐ Computer specialists

☐ Library media specialists

☐ Volunteers

☐ Other school staff

☐ Students

☐ Other _____

QUESTIONS ABOUT USING COMPUTER PROGRAMS

144. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

_____ Learning a programming language (such as Pascal, Logo, or BASIC)

_____ Learning word processing

_____ Learning computer science

_____ Learning research applications

_____ Learning data processing

_____ Learning business applications

_____ A general introduction to computing course

_____ Learning about computer software

_____ Learning about computer hardware

_____ Learning authoring languages

_____ Other, please specify _____

_____ None

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
145. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
169. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
170. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
171. Other _____			

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
172. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
173. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
174. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
175. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
185. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
186. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
187. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
188. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
189. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
190. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
192. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
193. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
194. Other _____			
195. _____ I have not used any of these devices			

196. Are microcomputers being used with videocassette recorders and/or videodisc players in your school?

_____ Yes, with videocassette recorders

_____ Yes, with videodisc players

_____ Yes, with both

_____ No

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
197. Manuals supplied by the hardware company or publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Technical assistance from the vendor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. School or district-level technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. "Users" group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
201. Tutorial programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
202. Friends/colleagues/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
203. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
204. Independent technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
205. Professional periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
206. Commercial periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
207. Local professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
208. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
209. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
210. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
212. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
213. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
214. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
215. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
216. Other, please specify _____			
217. _____ I do not evaluate computer programs			

218. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

☐ Simulations

☐ Business programs (e.g., spreadsheets)

☐ Math or statistics computation

☐ Text editing or word processing

☐ Tutorial programs

☐ Drill-and-practice programs

☐ Data base or file management programs

☐ Graphics programs

☐ Authoring language programs

☐ Telecommunication programs

☐ Compilers

☐ Recreational programs

☐ System utilities

219. Do you have a single-user microcomputer or a computer terminal in your office?

☐ Yes

☐ No

220. Does your secretary have a single-user microcomputer or a computer terminal to use at work?

☐ Yes

☐ No

221. Where do you have access to a computer outside of school? Check all that apply:

 I do not have access to a computer outside of school

 At home

 At a friend's home

 At someone's place of work

 At a college or university

 At a library

 Other, please specify _____

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
222. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
223. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
224. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
225. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
226. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
227. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
228. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
229. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
230. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
231. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
232. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
233. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
234. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
235. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
236. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
237. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
238. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

239. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

☐ Alphabetic

☐ Numeric

☐ Function (for example, "enter" or "return")

☐ None

240. How often do you personally use a word processing program or a computer dedicated to word processing?

☐ Never

☐ Rarely

☐ Monthly

☐ Weekly

☐ Daily

241. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

☐ I have not used a word processing program

☐ Less than one month

☐ Two to four months

☐ Five months to a year

☐ 13-24 months

☐ More than 2 years

242. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

 Memoranda

 Letters

 Short reports (up to 19 pages)

 Long reports (20 or more pages)

 Other _____

 Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
243. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
244. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
245. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
246. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
247. <u> </u> I have not produced any of these outputs			

248. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

_____ I have not accessed any data bases

_____ Career information

_____ Bibliographical citations (library)

_____ Stock market

_____ School or district data (personnel, budget,
inventory, etc.)

_____ Student records

_____ National press wire services

_____ Electronic bulletin board

_____ Computer courseware or other educational
resources

_____ Recreational programs

_____ Other _____

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

249. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

- ☐ I have not done any of these activities
- ☐ Loaded a program into memory
- ☐ Saved a program on a disk, tape, or cards
- ☐ Named or renamed a program file
- ☐ Listed a program
- ☐ Backed up a copy of a program or file
- ☐ Deleted a program from disk or tape
- ☐ Erased computer memory
- ☐ Accessed a catalog or menu of saved programs
- ☐ Run a program
- ☐ Tested and debugged a program

250. In which of the following languages have you written a program? Check all that apply:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> I have not written a program | <input type="checkbox"/> FORTRAN |
| <input type="checkbox"/> APL | <input type="checkbox"/> Logo |
| <input type="checkbox"/> Assembly Language | <input type="checkbox"/> Pascal |
| <input type="checkbox"/> BASIC | <input type="checkbox"/> Pilot |
| <input type="checkbox"/> COBOL | <input type="checkbox"/> RPG |
| | <input type="checkbox"/> Other _____ |

251. What was the length, in lines, of the longest program you have written?

_____ 0, I have not written a program

_____ 1-10 lines or 1 procedure

_____ 11-25 lines or 2-3 procedures

_____ 26-50 lines or 4-10 procedures

_____ 51-100 lines or 11-20 procedures

_____ 101 or more lines or 21 or more procedures

252. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

_____ I have never changed a program

_____ 1-20 lines (approximately 1 screen)

_____ 21-40 lines (approximately 2 screens)

_____ 40 or more lines

253. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

_____ I have not written a program

_____ Repetition or iteration

_____ Conditional decisions ("if, then")

_____ Use of variables

_____ Logical operations

_____ Arithmetic operations

_____ Sound output

_____ Graphical output

_____ Using arrays

_____ Using data files

_____ Statements for accepting input from keyboard or other peripheral device

_____ Format statements or image strings for outputting information on video display, printer or other peripheral device

254. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

_____ The input data was inaccurate ("Garbage in/garbage out")

_____ The program "rounded off" inappropriately

_____ There was a logical error in the program

_____ The input data was called from the wrong memory location (wrong field, wrong variable, etc.)

_____ The program was inappropriate for the problem

_____ Other, please specify _____

_____ None

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

255. Who uses the computer?

_____Principal

_____Teachers

_____Special computer personnel

_____Guidance counselors

_____Secretaries, Clerks

_____Students

_____Other _____

256. What types of information are maintained in the computer system about students?

☐ Classes requested
☐ Classes enrolled
☐ Grades received
☐ Homeroom assignment
☐ Standard test scores
☐ Honors
☐ School enrolled
☐ Personal profile
☐ Attendance
☐ Class schedule
☐ Residence
☐ Age (Birth date)
☐ Telephone number
☐ Other _____

257. What types of information are maintained in the computer system about staff?

☐ Salary
☐ Residence
☐ Years of service
☐ Educational attainment
☐ Current grade level of classes
☐ Subject areas of current classes
☐ School
☐ Certification status
☐ Other _____

258. What sorts of summary information do you retrieve or generate from the student record system at your school?

_____ Course enrollments

_____ Student schedules

_____ School or district standardized test score summaries

_____ Bussing schedules and routes

_____ Attendance records

_____ Room/building utilization

_____ Grade point averages

_____ Class ranks

_____ Other _____

259. Which of the following groups utilize computer generated reports in your school?

_____ Administrative personnel

_____ Instructional personnel

_____ Students

_____ Parents

260. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

☐ Equipment acquisition costs

☐ Equipment-related costs

☐ Equipment availability (accessibility)

☐ Hardware maintenance

☐ Software maintenance

☐ Software acquisition costs

☐ Software-related costs

☐ Software availability/accessibility/quality

☐ Equipment capacity (memory)

☐ Equipment capacity (CPU)

☐ Textbook availability

☐ Data gathering costs

☐ Data storage costs

☐ Data entry costs

☐ Programming costs

☐ Output capabilities

☐ Other _____

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
261. Mathematical calculations, such as those used in maintaining a checkbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
262. Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
263. Operating small appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
264. Scoring student tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
265. Reporting standardized test scores to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
266. Maintaining mailing lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
267. Retaining student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
268. Scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
269. Scheduling transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
270. Performing statistical analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
271. Constructing individualized instruction plans (IEP's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
272. Keeping student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
273. Creating student report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
274. Operating security system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
275. Operating air conditioning/heating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
276. Operating lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
277. Writing payroll checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
278. Operating a sprinkler (fire prevention or landscape watering) system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
279. Operating a telephone answering system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
280. Labor relations and negotiations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
281. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

282. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

_____ Established categories of data to be collected

_____ Identified indicators or measures for data
_____ categories

_____ Obtained data

_____ Dealt with missing data

_____ Changed data into a machine-readable form

_____ Verified machine data against raw data

_____ Conducted range check

_____ Examined summary statistics, such as totals,
_____ means and standard deviations

_____ Other _____

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
283. Intentional equipment damage	o	o	o	o
284. Equipment theft	o	o	o	o
285. Intentional destruction of data	o	o	o	o
286. Unauthorized change of data	o	o	o	o
287. Theft of data	o	o	o	o
288. Copying copyrighted programs	o	o	o	o
289. Theft of passwords	o	o	o	o
290. Intentional disruption of operating system	o	o	o	o
291. Student cheating on computer projects	o	o	o	o

292. In the past year, have you been affected by a "computer error" in your school?

_____ Yes

_____ No

293. If yes, generally how quickly was the error fixed?

_____ As soon as it was noticed (i.e., immediately)

_____ Within one day

_____ Within one week

_____ In 1-2 weeks

_____ In 3-4 weeks

_____ It has not been fixed

294. If yes, how much did the error cost?

_____ Don't know

_____ Less than \$50

_____ \$51-\$500

_____ \$501-\$5,000

_____ \$5,000+

295. In the past year, have you heard any complaints from students, parents, or employees about loss of jobs or curtailment of jobs due to the introduction of computers?

_____ Yes

_____ No

296. In the past year, have you heard any student, parent, or employee tell you that they are using a computer in their job?

_____ Yes

_____ No

297. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

_____ Yes

_____ No

298. In the past month, how many complaints have you heard from parents, students or school employees regarding computer-related invasion of privacy?

_____ None

_____ 1-3

_____ 4-10

_____ 11-20

_____ 21+

299. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

_____ Omitting certain information when filling out forms or applications

_____ Requesting your name be removed from a list

_____ Declining to provide your social security number

_____ Complaining to government agencies

_____ Writing to a legislator

_____ Writing to the editor of a newspaper or magazine

_____ Other _____

_____ I have not taken any such actions

300. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

_____ Restricted or limited the data that was collected
or entered into the data base

_____ Identified individuals by identification number
instead of names

_____ Stored information necessary to link names with
ID numbers in a separate location

_____ Periodically purged data

_____ Encoded all data

_____ Restricted physical access to terminals

_____ Assigned user "log on" ID to restrict access to
data

_____ Encrypted data when transferring from one loca-
tion to another

_____ Restricted physical access to data cards, tapes,
or disks

_____ I have not taken any such actions

301. Do you (or any member of your family) have a computer at home?

_____ Yes

_____ No

302. If yes, about how many minutes per week do you use it?

_____ Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

<u>Computer Use</u>	<u>Proportion of Time</u>				
303. Working alone	0%	25%	50%	75%	100%
304. Teaching someone	0%	25%	50%	75%	100%
305. Working together with someone	0%	25%	50%	75%	100%

306. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

_____ 0%

_____ 25%

_____ 50%

_____ 75%

_____ 100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

307. Which of the following operating systems have you personally used?

_____ CP/M

_____ Apple DOS3.3

_____ TRSDOS

_____ MS-DOS or PC-DOS

_____ Unix

_____ UCSD-p-system

_____ Zenix

_____ VMS

_____ TSO

_____ Other _____

_____ Don't know

_____ I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
308. Modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
309. Serial (RS232) or Parallel Interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
310. Port	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
311. Protocol Emulator or Converter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTIONS THAT INVENTORY COMPUTER-RELATED RESOURCES

312. How many computer terminals and microcomputers are made available to students for instructional use in your school building? Do not include computers personally owned by students:

_____ Number of single-user microcomputers

_____ Number of terminals

_____ Total

313. Approximately what percentage of the microcomputers in your school are reserved strictly for teacher use (for classroom management, inservice training, etc.)?

_____ 0-25% of the microcomputers

_____ 26-50% of the microcomputers

_____ 51-75% of the microcomputers

_____ 76-100% of the microcomputers

Microcomputers are often described in terms of their internal memory capacity, such as "2K" or "16K." What are the approximate numbers of microcomputers of different capacities available to students in your school building?

<u>Type of Microcomputer</u>	<u>Number</u>
314. Microcomputers with less than 16K internal memory	_____
315. Microcomputers with 16K-64K internal memory	_____
316. Microcomputers with more than 64K internal memory	_____
317. Microcomputers for which you do not know the internal memory	_____
318. Of all of the above microcomputers, how many have a disk drive?	_____
319. How many have a color monitor?	_____
320. How many have a printer?	_____

321. What is the ratio of students to computer/terminals in computer classes at your school?

	<u>Students</u>		<u>Computer</u>
_____	1	to	1
_____	2	to	1
_____	3	to	1
_____	4-6	to	1
_____	7-10	to	1
_____	11-20	to	1
_____	21-30	to	1
_____	Other _____		

322. What ratio of students to computer/terminals in computer classes would you see meeting student needs in the future?

	<u>Students</u>		<u>Computer</u>
_____	1	to	1
_____	2	to	1
_____	3	to	1
_____	4-6	to	1
_____	7-10	to	1
_____	11-20	to	1
_____	21-30	to	1
_____	Other _____		
_____	Stay the same		

323. If you have computers in your school, how many different models are you using?

____ Number of models

324. If your school had 32 microcomputers, how would you distribute them?

_____ One microcomputer per classroom for 32 classrooms

_____ Two microcomputers per classroom for 16 classrooms

_____ Four microcomputers in each of 8 classrooms or locations

_____ Sixteen microcomputers per classroom for 2 classrooms

_____ All microcomputers placed in one location

_____ Other _____

325. Approximately how many instructional software packages (simulations, tutorials, drill-and-practice, etc.) are there available for students and teachers to use on microcomputers in your school?

_____ None

_____ 1-10 diskettes full

_____ 11-20 diskettes full

_____ 21-50 diskettes full

_____ 51 or more diskettes full

_____ Don't know

326. Do you have a catalog of the computer software that is available in your school?

_____ Yes

_____ No

_____ Don't know

What is the location of the computer terminals or microcomputers that are being used by students in your school? For each location, please indicate approximate quantity and the approximate number of minutes the microcomputers and terminals are regularly available for student use outside of scheduled class activities.

<u>Location</u>	<u>Approximate No. of Microcomputers and Terminals</u>	<u>Approximate Minutes Available</u>
327. Classrooms	_____	_____
328. Library/Media Center	_____	_____
329. Computer Laboratory/ Center	_____	_____
330. Department Office	_____	_____
331. Portable computers within school used in different locations	_____	_____
332. Other, please specify _____		

Approximately how much time (in minutes) does a student spend per day using computers for instructional applications during school hours? Include before and after school times when computers are available, but do not include guidance use:

333. Students in computer courses:

_____ Average number of minutes

334. Students not in computer courses:

_____ Average number of minutes

335. Students in special education classes:

_____ Average number of minutes

336. Students in gifted and talented classes:

_____ Average number of minutes

337. Approximately what percentage of students in your school use computers at least once a week? Check one:

- ☐ 0%
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

338. Of students graduating from your school this year, what percentage will have completed a credit-granting course for which the use of a computer (for programming, word processing, simulations, etc.) was a requirement? Do not include uses such as drill-and-practice or career guidance.

- ☐ 0%
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

Of students graduating from your school this year, approximately what percentage will have received at least 25 hours of instruction in the following languages? Please indicate a percentage for each language:

<u>Language</u>	<u>Percentage</u>
339. BASIC	_____
340. FORTRAN	_____
341. Pascal	_____
342. COBOL	_____
343. RPG	_____
344. Logo	_____
345. Pilot	_____
346. APL	_____
347. Other, please specify _____	

During the regular school year, approximately how many students participate regularly in a supervised computer club or regularly come to the computer center as an extracurricular activity?

	<u>Club</u>	<u>Extracurricular Activity</u>
348. Number of boys	_____	_____
349. Number of girls	_____	_____
350. Total number of students	_____	_____

351. At what grade level do students in your school receive their first formal instruction in computer usage? Check one:

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

352. Are the computer facilities in your school used by community groups, such as an adult education or continuing education program, to teach participants to use or program computers?

- ☐ Yes, our facilities are used in this way
- ☐ No, our facilities are not used in this way
- ☐ We have no computer facilities

How many different staff members at your school are teaching courses in which computers are used or in which computers are the subject of instruction?

353. _____ Number using computer for teaching and learning
(drill-and-practice, tutorial)
354. _____ Number using computer as subject of instruction
(introduction to computing, programming, computer science)
355. _____ Number using computer as student tool (word processing, data analysis, laboratory experiments)
356. _____ Number using computer as teacher's aide
(record keeping)

Since September 1981, what percentage of the teachers in your school have received training in the use of computers in education? Check one in each column:

	<u>Less than 10 hours</u> (357)	<u>10-15 hours</u> (358)	<u>15-25 hours</u> (359)	<u>More than 25 hours (semester or quarter)</u> (360)
_____ 0%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 1-10%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 11-20%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 21-30%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 31-40%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 41-50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 51-60%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 61-70%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 71-80%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 81-90%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____ 91-100%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

361. Which of the following instructional applications of computers are covered by inservice programs offered to staff in your school? Check all that apply:

_____ Use of computers in teaching and learning (drill-and-practice, tutorial, simulations and modeling)

_____ Computer as the subject of instruction (introduction to computing, computer programming, computer science, data processing)

_____ Computer as a student tool (mathematical calculation; data analysis; information gathering, storage and retrieval; guidance applications; word processing)

_____ Computer as teacher's aide (developing instructional materials, record keeping)

_____ Other, please specify _____

_____ None

362. What percentage of the teachers in your school would you rate as "highly qualified" to teach about computing (include programming and introduction to computing)?

_____ 0%	_____ 51-60%
_____ 1-10%	_____ 61-70%
_____ 11-20%	_____ 71-80%
_____ 21-30%	_____ 81-90%
_____ 31-40%	_____ 91-100%
_____ 41-50%	

How many teachers in your school would you rate as highly qualified to teach computer programming in each of the following languages?

363. BASIC _____

364. FORTRAN _____

365. Pascal _____

366. COBOL _____

367. RPG _____

368. Logo _____

369. Pilot _____

370. APL _____

371. Other, please specify _____

372. _____ How many different individuals do these numbers represent?

373. How many teachers in your school have certification, a college level major or minor or a master's degree in computer science?

_____ Number of teachers

374. How many teachers in your school have a college level major or minor, or a master's degree in computer education?

_____ Number of teachers

375. What grade does your school serve?

_____K

_____1

_____2

_____3

_____4

_____5

_____6

_____7

_____8

_____9

_____10

_____11

_____12

376. How many students are enrolled in your school?

_____Number of students

377. How large is the teaching staff in your school?

_____Number of full-time teachers

_____Number of part-time teachers

COMPUTER LITERACY

QUESTIONS FOR TEACHERS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. Does your school have written goals for students' computer literacy?

_____ Yes, in place

_____ Yes, in progress

_____ No

_____ Don't know

2. Which, if any, of the following courses do you teach? Check all that apply:

_____ Introduction to computing

_____ Computer science

_____ Computer programming

_____ Word processing

_____ Data processing

_____ None of these courses

3. How are computers used to support instruction in your school?
Check all that apply:

_____ Used for teaching and learning

_____ Used for instruction in programming

_____ Used as a tool in various subjects and courses

_____ Used for computer-managed instruction

4. In your school are there specific rules that govern any of the following? Check all that apply:

☐ Protecting equipment from damage
☐ Protecting equipment from loss
☐ Destroying another person's data
☐ Disrupting the operation of the computer
☐ Scheduling or sharing equipment
☐ Scheduling or sharing programs
☐ Copying copyrighted programs
☐ Copying other student's graded computer work

5. Which of the following are methods or techniques used in your school to assess student's skill and knowledge of computer-related topics? Check all that apply:

☐ Standardized tests
☐ Teacher-made tests
☐ Questionnaires
☐ Project evaluations
☐ Teachers' observations
☐ Others' observations
☐ Other _____

How influential are the following persons or groups in terms of deciding what computer-related courses are to be offered to students?

	<u>Very</u> <u>Influential</u>	<u>Influential</u>	<u>Not</u> <u>Influential</u>
6. The Superintendent/School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. School principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Computer coordinator/ specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, who is responsible for each of the following activities?

	Superintendent	Assistant Superintendent	Principal	Assistant Principal	Computer Specialist	Curriculum Specialist	Teachers	Students	Consultants	Parents	Other	No One
15. Deciding what computer-related skills and knowledge are to be learned by students	o	o	o	o	o	o	o	o	o	o	o	o
16. Determining computer-related course offerings	o	o	o	o	o	o	o	o	o	o	o	o
17. Establishing budgets for computer-related projects	o	o	o	o	o	o	o	o	o	o	o	o
18. Planning staff training	o	o	o	o	o	o	o	o	o	o	o	o
19. Implementing staff training programs	o	o	o	o	o	o	o	o	o	o	o	o
20. Evaluating and selecting computer hardware	o	o	o	o	o	o	o	o	o	o	o	o
21. Evaluating and selecting computer software	o	o	o	o	o	o	o	o	o	o	o	o
22. Determining procurement process	o	o	o	o	o	o	o	o	o	o	o	o
23. Assigning computer use	o	o	o	o	o	o	o	o	o	o	o	o
24. Establishing and enforcing rules pertaining to the equitable, ethical and legal use of computers	o	o	o	o	o	o	o	o	o	o	o	o
25. Evaluating student benefits from computer-related programs	o	o	o	o	o	o	o	o	o	o	o	o
26. Communicating with parents and school board re course content, fund-raising, etc.	o	o	o	o	o	o	o	o	o	o	o	o

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

27. Do you teach basic concepts about computers and information systems, such as the relationship between memory, central processing unit, and input and output?

_____ Yes

_____ No

28. Do you teach how to develop computer-oriented algorithms and procedures?

_____ Yes

_____ No

29. Which of the following subject areas do you teach? Check all that apply:

_____ Art/Graphic Arts

_____ Industrial Arts

_____ Business Education

_____ Introduction to Computing

_____ Computer Programming

_____ Mathematics

_____ Computer Science

_____ Music

_____ English/Language Arts

_____ Performing Arts

_____ Foreign Languages

_____ Physical Education

_____ Health

_____ Science

_____ Home Economics

_____ Social Studies/Social Science

30. In which of the following subject areas do you teach your students how computers can be used to solve problems? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

31. Do you teach about the social implications of computer use, such as job displacement or new job opportunities, dehumanization or better communications, dependency or increased productivity?

☐ Yes

☐ No

32. Do you teach about ethical issues related to computer use, such as privacy of data, copyright infractions or electronic theft?

☐ Yes

☐ No

33. Do you teach about the general capabilities and limitations of computer use?

☐ Yes

☐ No

34. Do you teach about the capabilities and limitations of the particular computer applications you use in class?

_____ Yes

_____ No

_____ I don't use computer applications in class

35. In which of the following computer languages do you teach programming skills? Check all that apply:

_____ I don't teach programming skills

_____ APL

_____ Assembly Language

_____ BASIC

_____ COBOL

_____ FORTRAN

_____ Logo

_____ Pascal

_____ Pilot

_____ RPG

_____ Other

36. How often do you use a computer as an aid when you are presenting or demonstrating concepts?

_____ Never

_____ Rarely

_____ Monthly

_____ Weekly

_____ Daily

37. For which of the following classroom recordkeeping activities do you use a computer as an aid? Check all that apply:

_____ Attendance

_____ Grades

_____ Schedules

_____ Monitoring instructional progress

_____ Individual Educational Plans (IEP's)

_____ Standardized test scores

_____ Other _____

Listed below are some ways teachers use or teach about computers.
Please check those activities that currently take place in your
school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>	<u>Don't Know</u>
38.	For numerical calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	To run simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	For instructional games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	For student problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	To score tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49.	For information retrieval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	For student analysis of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	For word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	For special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Teach</u>				
54.	To teach programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55.	To teach computer operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56.	To teach data processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58.	To teach history of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62.	To teach problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63.	Other, please specify _____			

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis- Advantage</u>	<u>Not a Dis- Advantage</u>
64. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
65. Lack of student interest	<input type="radio"/>	<input type="radio"/>
66. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
67. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
68. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
69. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
70. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
71. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
72. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An Advantage</u>	<u>Not an Advantage</u>
73. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
74. Having great patience	<input type="radio"/>	<input type="radio"/>
75. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
76. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
77. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
78. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

79. Which of the following sources of information about computing do you use at least once a month? Check all that apply:

_____ Newspaper articles

_____ Weekly computer periodicals (such as Infoworld)

_____ General computer periodicals (such as Popular Computing, BYTE magazine, Consumer Report)

_____ Educational computing periodicals (such as Electronic Learning, Classroom Computer Learning, The Computing Teacher, THE Journal)

_____ Professional periodicals (such as Math Teacher, AEDS Monitor)

_____ Software catalogs

_____ Regional teacher training centers

_____ Colleagues and friends

_____ Formal classes or workshops, including inservice

_____ "User" or other professional groups

_____ Electronic data services (such as The Source, CompuServe, EDUNET)

_____ Magazines delivered on electronic media

_____ Television/radio

_____ Other _____

80. Do you belong to a computer teacher organization that shares resources?

_____ Yes

_____ No

81. If yes which type of organization do you belong to? Check all that apply:

_____ National organization of teachers whose major purpose is using computers

_____ State organization of teachers whose major purpose is using computers

_____ Local organization of teachers whose major purpose is using computers

_____ Local informal network or user group

_____ Computer special interest group in educational organization

_____ Education special interest group in computer organization

_____ Other _____

82. In which subject areas have you looked for and been unable to find adequate software? Check all that apply:

_____ Art/Graphic Arts

_____ Industrial Arts

_____ Business Education

_____ Introduction to Computing

_____ Computer Programming

_____ Mathematics

_____ Computer Science

_____ Music

_____ English/Language Arts

_____ Performing Arts

_____ Foreign Languages

_____ Physical Education

_____ Health

_____ Science

_____ Home Economics

_____ Social Studies/Social Science

83. From the list of computer-related curricular materials below, select the three that you most need (that is, appropriate materials that are not now available to you).

_____ Answer Sheets	_____ Reference books
_____ Curriculum guides	_____ Slides
_____ Curriculum outlines	_____ Software
_____ Data Bases	_____ Teacher guides
_____ Films	_____ Tests
_____ Laboratory equipment and supplies	_____ Textbooks
_____ Overheads	_____ Video discs
_____ Periodicals	_____ Video tapes
_____ Problem sets	_____ Workbooks
_____ Other _____	

QUESTIONS ABOUT USING COMPUTER PROGRAMS

84. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

- ☐ Learning a programming language (such as Pascal, Logo, or BASIC)
- ☐ Learning word processing
- ☐ Learning computer science
- ☐ Learning research applications
- ☐ Learning data processing
- ☐ Learning business applications
- ☐ A general introduction to computing course
- ☐ Learning about computer software
- ☐ Learning about computer hardware
- ☐ Learning authoring languages
- ☐ Other, please specify _____
- ☐ None

85. Where have you received any computer training? Check all that apply:

☐ University

☐ College

☐ Vocational-Technical School

☐ Community College

☐ Community Education Program

☐ District Inservice Program

☐ Educational Computer Consortium

☐ Regional support or training center

☐ Computer store

☐ Computer camp

☐ Industry

☐ My training has been self-taught

☐ I have not received any computer training

☐ Other _____

86. Are you getting the training you need for your use of computer in teaching?

☐ Yes

☐ No

87. If No, which three of the following courses or workshops would you most want to take to help you use computers in teaching? Check three only from the following list of 34 options:

Introduction to Computers in Education

<u> </u> Computer-managed	<u> </u> Courseware development
<u> </u> Instruction	<u> </u> Hardware evaluation
<u> </u> Software evaluation	

Computer Science

<u> </u> Advanced programming	<u> </u> Introduction to Computer
<u> </u> Artificial intelligence	<u> </u> Science
<u> </u> Data structures and algorithms	<u> </u> Modeling and simulation
<u> </u> File processing	<u> </u> Survey of programming languages
<u> </u> Information retrieval	

Computer Applications in Subject Areas

<u> </u> Art/Graphic Arts	<u> </u> Mathematics
<u> </u> Business Education	<u> </u> Music
<u> </u> English/Language Arts	<u> </u> Performing Arts
<u> </u> Foreign Languages	<u> </u> Physical Education
<u> </u> Health	<u> </u> Science
<u> </u> Home Economics	<u> </u> Social Studies/
<u> </u> Industrial Arts	<u> </u> Social Science

Computer Software Packages

<u> </u> Accounting	<u> </u> Simulations
<u> </u> Communications	<u> </u> Spreadsheets
<u> </u> Data bases	<u> </u> Statistical analysis
<u> </u> Gradebooks	<u> </u> Word processing
<u> </u> Graphics	

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
88. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Persons to assist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Reference books and manuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Other _____			

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Not Used</u>	<u>Don't Know</u>
115. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Other _____			
138. _____ I have not used any of these devices			

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
139. Manuals supplied by the hardware company or publishers	o	o	o
140. Technical assistance from the vendor	o	o	o
141. School or district-level technical assistance	o	o	o
142. "Users" group	o	o	o
143. Tutorial programs	o	o	o
144. Friends/colleagues/family	o	o	o
145. Reference books	o	o	o
146. Independent technical assistance	o	o	o
147. Professional periodicals	o	o	o
148. Commercial periodicals	o	o	o
149. Local professional organizations	o	o	o

How adequate are the following materials or resources for teaching about computers and computing?

	<u>Not Available</u>	<u>Available But Inadequate</u>	<u>Available and Adequate</u>
150. Text books	o	o	o
151. Teacher guides	o	o	o
152. Films or filmstrips	o	o	o
153. Video tapes	o	o	o
154. Video discs	o	o	o
155. Workbooks	o	o	o
156. Curriculum guides	o	o	o
157. Software	o	o	o
158. Overheads	o	o	o
159. Periodicals	o	o	o

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>
160. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. Other, please specify _____			
169. _____ I do not evaluate computer programs			

170. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

_____ Simulations
_____ Business programs (e.g., spreadsheets)
_____ Math or statistics computation
_____ Text editing or word processing
_____ Tutorial programs
_____ Drill-and-practice programs
_____ Data base or file management programs
_____ Graphics programs
_____ Authoring language programs
_____ Telecommunication programs
_____ Compilers
_____ Recreational programs
_____ System utilities

171. How many single-user microcomputers or computer terminals do you have in your classroom?

_____ Number of single-user microcomputers
_____ Number of terminals
_____ Total

172. Outside of your classroom how many microcomputers or computer terminals do your students have access to in your school?

_____ Number of single-user microcomputers
_____ Number of terminals
_____ Total

173. Which of the following changes have occurred as a result of your use of computers in class?

- ☐ Content of courses
- ☐ Grouping of students
- ☐ Pacing of instruction
- ☐ Pedagogical technique
- ☐ Time for individual attention
- ☐ I do not use computers in class
- ☐ There have been no changes

174. Where do you have access to a computer outside of school? Check all that apply:

- ☐ I do not have access to a computer outside of school
- ☐ At home
- ☐ At a friend's home
- ☐ At someone's place of work
- ☐ At a college or university
- ☐ At a library
- ☐ Other, please specify _____

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
175. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
176. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
177. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
185. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
186. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
187. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
188. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
189. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
190. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

192. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

_____ Alphabetic

_____ Numeric

_____ Function (For example, "enter" or "return")

_____ None

193. How often do you personally use a word processing program or a computer dedicated to word processing?

_____ Never

_____ Rarely

_____ Monthly

_____ Weekly

_____ Daily

194. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

_____ I have not used a word processing program

_____ Less than one month

_____ Two to four months

_____ Five months to a year

_____ 13-24 months

_____ More than 2 years

195. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

_____ Memoranda

_____ Letters

_____ Short reports or compositions (up to 19 pages)

_____ Long reports or compositions (20 or more pages)

_____ Other _____

_____ Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
196. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
200. _____ I have not produced any of these outputs			

201. To which of the following uses in the arts have you put a computer?
Check all that apply:

_____ In graphic art expression

_____ In musical expression

_____ For creative writing

_____ For choreography

_____ Other _____

202. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

☐ I have not accessed any data bases

☐ Career information

☐ Bibliographical citations (library)

☐ Stock market

☐ School or district data (personnel, budget, inventory, etc.)

☐ Student records

☐ National press wire service

☐ Electronic bulletin board

☐ Computer courseware or other educational resources

☐ Recreational programs

☐ Other _____

203. For which of the following subject areas have you used a computer for teaching and learning? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

204. For which of the following subject areas have you used a computer program for teaching and learning that you, yourself, wrote? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

205. For which of the following subject areas have you used a simulation program in teaching? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

206. For which of the following subject areas have you used a computerized information retrieval system (a computer data base) as an aid for an activity such as preparing curriculum, writing a paper, preparing a science project? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

207. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

☐ I have not done any of these activities

☐ Loaded a program into memory

☐ Saved a program on a disk, tape, or cards

☐ Named or renamed a program file

☐ Listed a program

☐ Backed up a copy of a program or file

☐ Deleted a program from disk or tape

☐ Erased computer memory

☐ Accessed a catalog or menu of saved programs

☐ Run a program

☐ Tested and debugged a program

208. In which of the following languages have you written a program?
Check all that apply:

<input type="checkbox"/> I have not written a program	<input type="checkbox"/> FORTRAN
<input type="checkbox"/> APL	<input type="checkbox"/> Logo
<input type="checkbox"/> Assembly Language	<input type="checkbox"/> Pascal
<input type="checkbox"/> BASIC	<input type="checkbox"/> Pilot
<input type="checkbox"/> COBOL	<input type="checkbox"/> RPG
<input type="checkbox"/> Other _____	

209. What was the length, in lines, of the longest program you have written?

☐ 0, I have not written a program

☐ 1-10 lines or 1 procedure

☐ 11-25 lines or 2-3 procedures

☐ 26-50 lines or 4-10 procedures

☐ 51-100 lines or 11-20 procedures

☐ 101 or more lines or 21 or more procedures

210. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

☐ I have never changed a program

☐ 1-20 lines (approximately 1 screen)

☐ 21-40 lines (approximately 2 screens)

☐ 40 or more lines

211. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

_____ I have not written a program

_____ Repetition or iteration

_____ Conditional decisions ("if, then")

_____ Use of variables

_____ Logical operations

_____ Arithmetic operations

_____ Sound output

_____ Graphical output

_____ Using arrays

_____ Using data files

_____ Statements for accepting input from keyboard or other peripheral device

_____ Format statements or image strings for outputting information on video display, printer or other peripheral device

212. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

_____ The input data was inaccurate ("Garbage in/garbage out")

_____ The program "rounded off" inappropriately

_____ There was a logical error in the program

_____ The input data was called from the wrong memory location (wrong field, wrong variable, etc.)

_____ The program was inappropriate for the problem

_____ Other, please specify _____

_____ None

213. In which of the following subject areas have you worked with a problem that required organizing a large amount of data?

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

214. Which of the following aspects of algorithm development do you teach? Check all that apply:

☐ I don't teach any of these

☐ Hand simulation of an algorithm

☐ Ability to recognize basic algorithms (e.g., sorting, searching, making lists of things, repeating a task until a goal is reached)

☐ Algorithm testing by "Worst Case" inputs

☐ Design of a set of test data

☐ Determine how many arithmetic computations it will take to complete the algorithm

☐ Relative efficiency of different algorithms to solve the same problem

☐ Not applicable

215. Which of the following aspects of algorithm designs do you teach?
Check all that apply:

- ☐ Flowcharts or other diagrams of algorithms
- ☐ English (or other) "pseudocode" for planning
- ☐ The concept of subtasks or procedures
- ☐ Top down design ("Consider the whole first, then details.")
- ☐ Treatment of error conditions (e.g., bad input data).

216. Do you use a textbook that shows how to develop algorithms?

- ☐ Yes
- ☐ No
- ☐ Don't know

217. Do you teach students to use a text or reference book to look up algorithms?

- ☐ Yes
- ☐ No
- ☐ Don't know

218. Do a majority of your computer programming students write at least one complete user's guide (of any kind) during their school careers?

- ☐ Yes
- ☐ No
- ☐ Don't know
- ☐ Not applicable

219. Which of the following aspects of documentation and technical writing do you teach? Check all that apply:

- ☐ Preparation of outlines before writing
- ☐ Teacher approval of outlines before writing
- ☐ Standard components of reference material (tutorial, component summaries, errors, glossary, index, etc.)
- ☐ Use of word processing system to prepare drafts of a document
- ☐ Peer review of documents
- ☐ Rewriting and second review by teacher or peers
- ☐ Not applicable

220. Which of the following practices for debugging and testing of programs do you teach? Check all that apply:

- ☐ Testing of small pieces of a program before it is all put together and tried.
- ☐ Testing a program by putting in the largest, smallest, and most troublesome inputs.
- ☐ Using "debugging" PRINT or output commands in your programs to see where execution is proceeding and what values are in the variables.
- ☐ When a real mystery occurs, dividing the program in pieces with output commands, and successively narrowing the problem location until the error is found ("Divide and conquer").
- ☐ Performance testing of programs: Measure the time or memory required to process various amounts of data.

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

221. Who uses the computer:

_____ Principal

_____ Teachers

_____ Special computer personnel

_____ Guidance counselors

_____ Secretaries, Clerks

_____ Students

_____ Other _____

222. What types of information are maintained in the computer system about students?

_____ Classes requested	_____ Personal profile
_____ Classes enrolled	_____ Attendance
_____ Grades received	_____ Class schedule
_____ Homeroom assignment	_____ Residence
_____ Standard test scores	_____ Age (Birth date)
_____ Honors	_____ Telephone number
_____ School enrolled	_____ Other _____

223. What types of information are maintained in the computer system about staff?

_____ Salary	_____ Subject areas of current classes
_____ Residence	_____ School
_____ Years of service	_____ Certification status
_____ Educational attainment	_____ Other _____
_____ Current grade level of classes	

224. What sorts of summary information do you retrieve or generate from the student record system at your school?

_____ Course enrollments

_____ Student schedules

_____ School or district standardized test score summaries

_____ Bussing schedules and routes

_____ Attendance records

_____ Room/building utilization

_____ Grade point averages

_____ Class ranks

_____ Other _____

225. Which of the following groups utilize computer generated reports in your school?

_____ Administrative personnel

_____ Instructional personnel

_____ Students

_____ Parents

226. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

- ☐ Equipment acquisition costs
- ☐ Equipment-related costs
- ☐ Equipment availability (accessibility)
- ☐ Hardware maintenance
- ☐ Software maintenance
- ☐ Software acquisition costs
- ☐ Software-related costs
- ☐ Software availability/accessibility/quality
- ☐ Equipment capacity (memory)
- ☐ Equipment capacity (CPU)
- ☐ Textbook availability
- ☐ Data gathering costs
- ☐ Data storage costs
- ☐ Data entry costs
- ☐ Programming costs
- ☐ Output capabilities
- ☐ Other _____

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

The following administrative tasks may be completed by you, personally, by a member of your staff, or by an outside contractor. Please indicate, for each task, whether the task is completed with computer assistance, without computer assistance, or not done at all.

	<u>With Computer Assistance</u>	<u>Without Computer Assistance</u>	<u>Not Done</u>
227. Mathematical calculations, such as those used in maintaining a checkbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
228. Writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
229. Operating small appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
230. Scoring student tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
231. Reporting standardized test scores to parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
232. Maintaining mailing lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
233. Retaining student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
234. Scheduling classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
235. Scheduling transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
236. Performing statistical analyses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
237. Constructing individualized instruction plans (IEP's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
238. Keeping student grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
239. Creating student report cards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
240. Operating security system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
241. Operating air conditioning/heating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
242. Operating lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
243. Writing payroll checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
244. Operating a sprinkler (fire prevention or landscape watering) system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
245. Operating a telephone answering system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
246. Labor relations and negotiations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
247. Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

248. Which of the following data quality assurance activities have you done or directed someone else to do? Check all that apply:

_____ Established categories of data to be collected

_____ Identified indicators or measures for data categories

_____ Obtained data

_____ Dealt with missing data

_____ Changed data into a machine-readable form

_____ Verified machine data against raw data

_____ Conducted range check

_____ Examined summary statistics, such as totals, means and standard deviations

_____ Other _____

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
249. Intentional equipment damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
250. Equipment theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
251. Intentional destruction of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
252. Unauthorized change of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
253. Theft of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
254. Copying copyrighted programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
255. Theft of passwords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
256. Intentional disruption of operating system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
257. Student cheating on computer projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

258. In the past year, have you been affected by a "computer error" in your school?

_____ Yes

_____ No

259. If yes, generally how quickly was the error fixed?

_____ As soon as it was noticed (i.e., immediately)

_____ Within one day

_____ Within one week

_____ In 1-2 weeks

_____ In 3-4 weeks

_____ It has not been fixed

260. If yes, how much did the error cost?

_____ Don't know

_____ Less than \$50

_____ \$51 - \$500

_____ \$501 - \$5,000

_____ \$5,000+

261. In the past month, have you heard any complaints from students or parents about loss of jobs or curtailment of jobs due to the introduction of computers?

_____ Yes

_____ No

262. In the past month, have you heard any students or parents tell you that they are using a computer in their job?

_____ Yes

_____ No

263. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

_____ Yes

_____ No

264. In the past month, how many complaints have you received from parents or students regarding computer-related invasion of privacy?

_____ None

_____ 1-3

_____ 4-10

_____ 11-20

_____ 21+

265. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

_____ Omitting certain information when filling out forms or applications

_____ Requesting your name be removed from a list

_____ Declining to provide your social security number

_____ Complaining to government agencies

_____ Writing to a legislator

_____ Writing to the editor of a newspaper or magazine

_____ Other _____

_____ I have not taken any such actions

266. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

_____ Restricted or limited the data that was collected or entered into the data base

_____ Identified individuals by identification number instead of names

_____ Stored information necessary to link names with ID numbers in a separate location

_____ Periodically purged data

_____ Encoded all data

_____ Restricted physical access to terminals

_____ Assigned user "log on" ID to restrict access to data

_____ Encrypted data when transferring from one location to another

_____ Restricted physical access to data cards, tapes, or disks

_____ I have not taken any such actions

267. Do you (or any member of your family) have a computer at home?

_____ Yes

_____ No

268. If yes, about how many minutes per week do you use it?

_____ Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

	<u>Computer Use</u>	<u>Proportion of Time</u>				
269.	Working alone	0%	25%	50%	75%	100%
270.	Teaching someone	0%	25%	50%	75%	100%
271.	Working together with someone	0%	25%	50%	75%	100%

272. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

_____ 0%

_____ 25%

_____ 50%

_____ 75%

_____ 100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

273. Which of the following operating systems have you personally used?

_____ CP/M

_____ Apple DOS3.3

_____ TRSDOS

_____ MS-DOS or PC-DOS

_____ Unix

_____ UCSD-p-system

_____ Zenix

_____ VMS

_____ TSO

_____ Other _____

_____ Don't know

_____ I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
274. Modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
275. Serial (RS232) or Parallel Interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
276. Port	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
277. Protocol Emulator or Converter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

278. Do you teach about how computers' speeds compare to non-computer methods for the same jobs?

_____ Yes

_____ No

_____ Don't know

279. Do you teach about approximately how long (a minute? an hour? a week?) it would take a personal computer (such as an Apple II) or a large business-type computer (such as an IBM 370) to sort a thousand names alphabetically?

_____ Yes

_____ No

_____ Don't know

280. Do you teach about what things computer speed depends upon besides the choice of physical computing hardware (e.g., choice of sorting algorithm, language in which the algorithm is expressed)?

_____ Yes

_____ No

_____ Don't know

281. Do you teach about the relationship among the internal memory, central processing unit, input/output devices, and mass storage devices, and describe the flow of information and control?

_____ Yes

_____ No

_____ Don't know

282. Which of the following items do you teach students so thoroughly that they can produce a sentence or paragraph explaining the term in relation to other given terms? Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Algorithm | <input type="checkbox"/> Internal memory |
| <input type="checkbox"/> Artificial intelligence | <input type="checkbox"/> Interpreter |
| <input type="checkbox"/> Assembler | <input type="checkbox"/> Machine language |
| <input type="checkbox"/> Batch processing | <input type="checkbox"/> Merging files |
| <input type="checkbox"/> Central processing unit | <input type="checkbox"/> Modeling and simulation |
| <input type="checkbox"/> Compiler | <input type="checkbox"/> Modem |
| <input type="checkbox"/> Computer-aided design | <input type="checkbox"/> Operation system |
| <input type="checkbox"/> Computer-aided manufacturing | <input type="checkbox"/> Pattern recognition |
| <input type="checkbox"/> Computer operator | <input type="checkbox"/> RAM |
| <input type="checkbox"/> Computer programmer | <input type="checkbox"/> ROM |
| <input type="checkbox"/> CRT terminal | <input type="checkbox"/> Searching files |
| <input type="checkbox"/> Data base | <input type="checkbox"/> Sorting files |
| <input type="checkbox"/> Data entry clerk | <input type="checkbox"/> System analyst |
| <input type="checkbox"/> Data processing | <input type="checkbox"/> Tape drive |
| <input type="checkbox"/> Disk drive | <input type="checkbox"/> Time sharing |
| <input type="checkbox"/> Higher level language | <input type="checkbox"/> Updating files |
| <input type="checkbox"/> Information retrieval | |

QUESTIONS THAT INVENTORY COMPUTER-RELATED RESOURCES

283. Approximately how many instructional software packages (simulations, tutorials, drill-and-practice, etc.) are available for students and teachers to use on microcomputers in your school?

_____ None

_____ 21-50 diskettes full

_____ 1-10 diskettes full

_____ 51 or more diskettes full

_____ 11-20 diskettes full

_____ Don't know

284. If you wanted to use software packages or computer-related materials in your classroom, where would you most likely to get them? Check all that apply:

_____ State library or software catalog or clearinghouse

_____ County library

_____ District library

_____ School library

_____ Informal liaison with other teachers

_____ Other _____

_____ I have all the software and materials I need in my classroom

_____ Not applicable

COMPUTER LITERACY

QUESTIONS FOR STUDENTS

QUESTIONS ABOUT ADMINISTERING COMPUTER-RELATED POLICIES

1. In your school, are there specific rules that govern any of the following? Check all that apply:

☐ Protecting equipment from damage
☐ Protecting equipment from loss
☐ Destroying another person's data
☐ Disrupting the operation of the computer
☐ Scheduling or sharing equipment
☐ Scheduling or sharing programs
☐ Copying copyrighted programs
☐ Copying other students' graded computer work

QUESTIONS ABOUT TEACHING WITH OR ABOUT COMPUTERS

2. How often do you use a computer as an aid when you are presenting or demonstrating concepts?

☐ Never
☐ Rarely
☐ Monthly
☐ Weekly
☐ Daily

Listed below are some ways teachers use or teach about computers.
Please check those activities that currently take place in your
school and those activities that are being planned for your school.

<u>Use</u>	<u>Computer Activity</u>	<u>Current Use</u>	<u>Future Plans</u>	<u>Don't Know</u>
3.	For numerical calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	To run simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	For instructional games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	As leisure time activity and reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	For student problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	For drill-and-practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	As a tutor (teach content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	To demonstrate concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	To score tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	As an instructional management aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	As a material generator (tests or worksheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	For information retrieval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	For student analysis of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	For word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	For special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	To control laboratory equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Teach</u>				
19.	To teach programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	To teach computer operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	To teach data processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	To teach hardware & software procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	To teach history of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	To teach how computers are applied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	To teach about computer careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	To teach about the role and impact of computers in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	To teach problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Other, please specify _____			

From your experience with using computers in teaching and learning, which of the following have you found to be a disadvantage?

	<u>A Dis- advantage</u>	<u>Not a Dis- advantage</u>
29. Lack of access to terminals or microcomputers	<input type="radio"/>	<input type="radio"/>
30. Lack of student interest	<input type="radio"/>	<input type="radio"/>
31. Low quality of educational software	<input type="radio"/>	<input type="radio"/>
32. Reallocation of funds to computers from more pressing needs	<input type="radio"/>	<input type="radio"/>
33. Difficulty with integrating computer-taught skills with the remainder of the curriculum	<input type="radio"/>	<input type="radio"/>
34. Difficulty with managing student use of computers	<input type="radio"/>	<input type="radio"/>
35. Lack of teacher or staff training	<input type="radio"/>	<input type="radio"/>
36. Lack of teacher or staff interest	<input type="radio"/>	<input type="radio"/>
37. Lack of administrative support	<input type="radio"/>	<input type="radio"/>

From your experience with using computers in teaching and learning, which of the following have you found to be an advantage?

	<u>An advantage</u>	<u>Not an advantage</u>
38. Providing immediate feedback	<input type="radio"/>	<input type="radio"/>
39. Having great patience	<input type="radio"/>	<input type="radio"/>
40. Keeping the learner actively involved	<input type="radio"/>	<input type="radio"/>
41. Providing self-paced instruction	<input type="radio"/>	<input type="radio"/>
42. Keeping records of student performance	<input type="radio"/>	<input type="radio"/>
43. Providing, through simulations, experiences otherwise not possible in the classroom	<input type="radio"/>	<input type="radio"/>

QUESTIONS ABOUT USING COMPUTER PROGRAMS

44. What types of computer-related courses or workshops have you taken since September 1981? Check all that apply:

_____ Learning a programming language (such as Pascal, Logo, or BASIC)

_____ Learning word processing

_____ Learning computer science

_____ Learning research applications

_____ Learning data processing

_____ Learning business applications

_____ A general introduction to computing course

_____ Learning about computer software

_____ Learning about computer hardware

_____ Learning authoring languages

_____ Other, please specify _____

_____ None

Which of the following computer resources are available in your school?

	<u>Available</u>	<u>Not Available</u>	<u>Don't Know</u>
45. Card punch	o	o	o
46. Card reader	o	o	o
47. Color monitor	o	o	o
48. CRT or other video monitor	o	o	o
49. Floppy disk drive	o	o	o
50. Graphics plotter	o	o	o
51. Graphics tablet	o	o	o
52. Hard disk drive	o	o	o
53. Joystick or game paddle	o	o	o
54. Light pen	o	o	o
55. Magazines	o	o	o
56. Magnetic tape drive, including cassette	o	o	o
57. Mainframe computer	o	o	o
58. Microcomputer	o	o	o
59. "Mouse"	o	o	o
60. Music board	o	o	o
61. Optical scanner	o	o	o
62. Paper tape punch	o	o	o
63. Paper tape reader	o	o	o
64. Parallel or serial interface	o	o	o
65. Persons to assist	o	o	o
66. Printer	o	o	o
67. Reference books and manuals	o	o	o
68. Telephone modem	o	o	o
69. Textbooks	o	o	o
70. Voice synthesizer	o	o	o
71. Other _____			

Which of the following computer devices have you personally used or operated?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
72. Card punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Card reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Color monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. CRT or other video monitor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Floppy disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Graphics plotter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Graphics tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Hard disk drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Joystick or game paddle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Light pen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Magnetic tape drive, including cassette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Mainframe computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Microcomputer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. "Mouse"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Music board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Optical scanner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Paper tape punch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Paper tape reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Parallel or serial interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Printer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Telephone modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Voice synthesizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Other _____			
95. _____ I have not used any of these devices			

How often do you personally use the following resources when you need information regarding how to use a computer?

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
96. Manuals supplied by the hardware company or publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Technical assistance from the vendor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. School or district-level technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. "Users" group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Tutorial programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Friends/colleagues/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Independent technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Professional periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Commercial periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Local professional organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When initially considering "packaged" computer programs, how important are each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>
107. The reputation of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. The purpose of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. The data needed to use the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. The equipment needed to run the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. The "user-friendliness" or ease of use of the materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. The author or source of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Length or complexity of the documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Other, please specify _____			
116. _____ I do not evaluate computer programs			

117. Given the computer hardware in your school, which of the following kinds of programs are available for you personally to use? Check all that apply:

☐ Simulations

☐ Business programs (e.g., spreadsheets)

☐ Math or statistics computation

☐ Text editing or word processing

☐ Tutorial programs

☐ Drill-and-practice programs

☐ Data base or file management programs

☐ Graphics programs

☐ Authoring language programs

☐ Telecommunication programs

☐ Compilers

☐ Recreational programs

☐ System utilities

118. How many single-user microcomputers or computer terminals do you have in your classroom?

Number of single-user microcomputers

Number of terminals

Total

119. Outside of your classroom, how many microcomputers or computer terminals can you use in your school?

Number of microcomputers

Number of terminals

Total

120. During the school year, when have you used the computers in your school? Check all that apply:

_____ During scheduled class time

_____ Before school or after school

_____ In free periods

_____ On weekends, holidays, etc.

121. Where do you have access to a computer outside of school? Check all that apply:

_____ I do not have access to a computer outside of school

_____ At home

_____ At a friend's home

_____ At someone's place of work

_____ At a college or university

_____ At a library

_____ Other, please specify _____

Where have you used the following kinds of programs or software packages?

	<u>School</u>	<u>Home</u>	<u>Not Used</u>
122. Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Authoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Computational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Data base management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Home management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. Integrated packages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Statistical analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Telecommunications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Utility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

139. Which of the following sets of keys on a keyboard can you personally operate by "touch" typing? Check all that apply:

☐ Alphabetic

☐ Numeric

☐ Function (for example, "enter" or "return")

☐ None

140. How often do you personally use a word processing program or a computer dedicated to word processing?

- ☐ Never
- ☐ Rarely
- ☐ Monthly
- ☐ Weekly
- ☐ Daily

141. How long have you personally been using a word processing program or a dedicated word processor (not necessarily the same program or computer)?

- ☐ I have not used a word processing program
- ☐ Less than one month
- ☐ Two to four months
- ☐ Five months to a year
- ☐ 13-24 months
- ☐ More than 2 years

142. For which of the following types of documents do you personally use a word processing program or a computer dedicated to word processing? Check all that apply:

- ☐ Memoranda
- ☐ Letters
- ☐ Short reports or compositions (up to 19 pages)
- ☐ Long reports or compositions (20 or more pages)
- ☐ Other _____
- ☐ Not applicable

Which of the following outputs from a computer program have you produced or had produced for making decisions or solving problems?

	<u>Produced</u>	<u>Have Not Produced</u>	<u>Don't Know</u>
143. Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. _____ I have not produced any of these outputs			

148. To which of the following uses in the arts have you put a computer?
Check all that apply:

_____ In graphic art expression

_____ In musical expression

_____ For creative writing

_____ For choreography

_____ Other _____

149. Computers are frequently used to access data bases. Which of the following types of data bases have you personally accessed? Check all that apply:

☐ I have not accessed any data bases

☐ Career information

☐ Bibliographical citations (library)

☐ Stock market

☐ School or district data (personnel, budget, inventory, etc.)

☐ Student records

☐ National press wire services

☐ Electronic bulletin board

☐ Computer courseware or other educational resources

☐ Recreational programs

☐ Other _____

150. For which of the following subject areas have you used a computer for teaching and learning? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

151. For which of the following subject areas have you used a computer program for teaching and learning that you, yourself, wrote? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

152. In which of the following subject areas have you used a simulation program? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

153. For which of the following subject areas have you used a computerized information retrieval system (computer data base) as an aid for an activity such as preparing curriculum, writing a paper, preparing a science project? Check all that apply:

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

QUESTIONS ABOUT DEVELOPING COMPUTER PROGRAMS

154. Which of the following activities have you, yourself, performed with a computer? Check all that apply:

☐ I have not done any of these activities

☐ Loaded a program into memory

☐ Saved a program on a disk, tape, or cards

☐ Named or renamed a program file

☐ Listed a program

☐ Backed up a copy of a program or file

☐ Deleted a program from disk or tape

☐ Erased computer memory

☐ Accessed a catalog or menu of saved programs

☐ Run a program

☐ Tested and debugged a program

155. In which of the following languages have you written a program?
Check all that apply:

<input type="checkbox"/> I have not written a program	<input type="checkbox"/> FORTRAN
<input type="checkbox"/> APL	<input type="checkbox"/> Logo
<input type="checkbox"/> Assembly Language	<input type="checkbox"/> Pascal
<input type="checkbox"/> BASIC	<input type="checkbox"/> Pilot
<input type="checkbox"/> COBOL	<input type="checkbox"/> RPG
	<input type="checkbox"/> Other _____

156. What was the length, in lines, of the longest program you have written?

☐ 0, I have not written a program

☐ 1-10 lines or 1 procedure

☐ 11-25 lines or 2-3 procedures

☐ 26-50 lines or 4-10 procedures

☐ 51-100 lines or 11-20 procedures

☐ 101 or more lines or 21 or more procedures

157. What is the longest program--written by someone else--that you have personally modified, edited, or changed in some way so that it would perform a different task?

☐ I have never changed a program

☐ 1-20 lines (approximately 1 screen)

☐ 21-40 lines (approximately 2 screens)

☐ 40 or more lines

158. Have you, yourself, written a computer program containing any of the following elements? Check all that apply:

☐ I have not written a program

☐ Repetition or iteration

☐ Conditional decisions ("if, then")

☐ Use of variables

☐ Logical operations

☐ Arithmetic operations

☐ Sound output

☐ Graphical output

☐ Using arrays

☐ Using data files

☐ Statements for accepting input from keyboard or other peripheral device

☐ Format statements or image strings for outputting information on video display, printer or other peripheral device

159. Which of the following sources of inaccuracies in a program output have you experienced? Check all that apply:

☐ The input data was inaccurate ("Garbage in/ garbage out")

☐ The program "rounded off" inappropriately

☐ There was a logical error in the program

☐ The input data was called from the wrong memory location (wrong field, wrong variable, etc.)

☐ The program was inappropriate for the problem

☐ Other, please specify _____

☐ None

160. In which of the following subject areas have you worked with a problem that required organizing a large amount of data?

<input type="checkbox"/> Art/Graphic Arts	<input type="checkbox"/> Industrial Arts
<input type="checkbox"/> Business Education	<input type="checkbox"/> Introduction to Computing
<input type="checkbox"/> Computer Programming	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Computer Science	<input type="checkbox"/> Music
<input type="checkbox"/> English/Language Arts	<input type="checkbox"/> Performing Arts
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Health	<input type="checkbox"/> Science
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Social Studies/Social Science

161. Which of the following aspects of algorithm development have you studied? Check all that apply:

☐ I haven't studied any of these

☐ Hand simulation of an algorithm

☐ Ability to recognize basic algorithms (e.g., sorting, searching, making lists of things; repeating a task until a goal is reached, etc.)

☐ Algorithm testing by "Worst Case" inputs

☐ Design of a set of test data

☐ Determine how many arithmetic computations it will take to complete the algorithm

☐ Relative efficiency of different algorithms to solve the same problem

☐ Not applicable

162. Which of the following aspects of algorithm design have you studied?
Check all that apply:
- ☐ Flowcharts or other diagrams of algorithms
 - ☐ English (or other) "pseudocode" for planning
 - ☐ The concept of subtasks or procedures
 - ☐ Top down design ("Consider the whole first, then details")
 - ☐ Treatment of error conditions (e.g., bad input data)
163. Do you have a textbook that shows how to develop algorithms?
- ☐ Yes
 - ☐ No
 - ☐ Don't know
164. Do you look up algorithms in a text or reference book before making up your own?
- ☐ Yes
 - ☐ No
 - ☐ Don't know
165. Have you written at least one complete user's guide (of any kind) during your school career?
- ☐ Yes
 - ☐ No
 - ☐ Don't know
 - ☐ Not applicable

166. Which of the following aspects of documentation and technical writing have you studied? Check all that apply:

- ☐ Preparation of outlines before writing
- ☐ Teacher approval of outlines before writing
- ☐ Standard components of reference material (tutorial, component summaries, errors, glossary, index, etc.)
- ☐ Use of word processing system to prepare drafts of a document
- ☐ Peer review of documents
- ☐ Rewriting and second review by teacher or peers
- ☐ Not applicable

167. Which of the following practices for debugging and testing of programs have you studied? Check all that apply:

- ☐ Testing of small pieces of a program before it is all put together and tried
- ☐ Testing a program by putting in the largest, smallest, and most troublesome inputs
- ☐ Using "debugging" PRINT or output commands in your programs to see where execution is proceeding and what values are in the variables
- ☐ When a real mystery occurs, dividing the program in pieces with output commands, and successively narrowing the problem location until the error is found ("Divide and conquer")
- ☐ Performance testing of programs: Measure the time or memory required to process various amounts of data

QUESTIONS ABOUT ANALYZING COMPUTER APPLICATIONS

Many schools use computers for recording and accessing data about students and staff. Please answer the following four questions if your school uses computers for this purpose. Check all that apply:

168. Who uses the computer:

_____ Principal

_____ Teachers

_____ Special computer personnel

_____ Guidance counselors

_____ Secretaries, Clerks

_____ Students

_____ Other _____

169. What types of information are maintained in the computer system about students? Check all that apply:

_____ Classes requested

_____ Classes enrolled

_____ Grades received

_____ Homeroom assignment

_____ Standard test scores

_____ Honors

_____ School enrolled

_____ Personal profile

_____ Attendance

_____ Class schedule

_____ Residence

_____ Age (Birth date)

_____ Telephone number

_____ Other _____

170. Before deciding to use a computer, people frequently consider factors that might argue against computer use. Which of the following have you considered? Check all that apply:

☐ Equipment acquisition costs

☐ Equipment-related costs

☐ Equipment availability (accessibility)

☐ Hardware maintenance

☐ Software maintenance

☐ Software acquisition costs

☐ Software-related costs

☐ Software availability/accessibility/quality

☐ Equipment capacity (memory)

☐ Equipment capacity (CPU)

☐ Textbook availability

☐ Data gathering costs

☐ Data storage costs

☐ Data entry costs

☐ Programming costs

☐ Output capabilities

☐ Other _____

QUESTIONS ABOUT UNDERSTANDING SOCIAL ISSUES RELATED TO COMPUTERS

171. Which of the following data quality assurance activities have you done? Check all that apply:

_____ Established categories of data to be collected

_____ Identified indicators or measures for data categories

_____ Obtained data

_____ Dealt with missing data

_____ Changed data into a machine-readable form

_____ Verified machine data against raw data

_____ Conducted range check

_____ Examined summary statistics, such as totals, means and
_____ standard deviations

_____ Other _____

In your school, how often have any of the following computer-related problems occurred in the past year?

<u>Problem</u>	<u>Frequency</u>			
	<u>Never</u>	<u>1-2 Times</u>	<u>3-5 Times</u>	<u>6+ Times</u>
172. Intentional equipment damage	o	o	o	o
173. Equipment theft	o	o	o	o
174. Intentional destruction of data	o	o	o	o
175. Unauthorized change of data	o	o	o	o
176. Theft of data	o	o	o	o
177. Copying copyrighted programs	o	o	o	o
178. Theft of passwords	o	o	o	o
179. Intentional disruption of operating system	o	o	o	o
180. Student cheating on computer projects	o	o	o	o

181. In the past year, have you been affected by a "computer error" in your school?

_____ Yes

_____ No

182. If yes, generally how quickly was the error fixed?

_____ As soon as it was noticed (i.e., immediately)

_____ Within one day

_____ Within one week

_____ In 1-2 weeks

_____ In 3-4 weeks

_____ It has not been fixed

183. If yes, how much did the error cost?

_____ Don't know

_____ Less than \$50

_____ \$51 - \$500

_____ \$501 - \$5,000

_____ \$5,000+

184. In the past month, have you heard any adults complain about losing a job or having a job made part-time because of a new computer?

_____ Yes

_____ No

185. In the past month, have you heard any adults tell you that they are using a computer in their work?

_____ Yes

_____ No

186. Have you ever been required to interact with a computer when you would have preferred to interact with a person (for example, a bank machine teller instead of a human teller)?

_____ Yes

_____ No

187. Which of the following actions have you taken because you were concerned about the possibility of having your personal privacy invaded by a computer? Check all that apply:

_____ Omitting certain information when filling out forms or applications

_____ Requesting your name be removed from a list

_____ Declining to provide your social security number

_____ Complaining to government agencies

_____ Writing to a legislator

_____ Writing to the editor of a newspaper or magazine

_____ Other _____

_____ I have not taken any such actions

188. Which of the following actions have you taken in your school to protect the privacy of entries on a computerized data base? Check all that apply:

_____ Restricted or limited the data that was collected or entered into the data base

_____ Identified individuals by identification number instead of names

_____ Stored information necessary to link names with ID numbers in a separate location

_____ Periodically purged data

_____ Encoded all data

_____ Restricted physical access to terminals

_____ Assigned user "log on" ID to restrict access to data

_____ Encrypted data when transferring from one location to another.

_____ Restricted physical access to data cards, tapes, or disks

_____ I have not taken any such actions

189. Do you (or any member of your family) have a computer at home?

_____ Yes

_____ No

190. If yes, about how many minutes per week do you use it?

_____ Minutes

If yes, what proportion of the time that you spend using a computer at home is spent in the following ways?

	<u>Computer Use</u>	<u>Proportion of Time</u>				
		0%	25%	50%	75%	100%
191.	Working alone	0%	25%	50%	75%	100%
192.	Teaching someone	0%	25%	50%	75%	100%
193.	Working together with someone	0%	25%	50%	75%	100%

194. If yes, what proportion of the time that you spend using a computer at home is spent in recreational use (either alone or with others)?

_____ 0%

_____ 25%

_____ 50%

_____ 75%

_____ 100%

QUESTIONS ABOUT UNDERSTANDING COMPUTER-RELATED CONCEPTS AND TERMS

195. Which of the following operating systems have you personally used?

_____ CP/M

_____ Apple DOS3.3

_____ TRSDOS

_____ MS-DOS or PC-DOS

_____ Unix

_____ UCSD-p-system

_____ Zenix

_____ VMS

_____ TSO

_____ Other _____

_____ Don't know

_____ I have not used any operating system

Which of the following data communication equipment or data terminal equipment have you used?

	<u>Used</u>	<u>Not Used</u>	<u>Don't Know</u>
196. Modem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
197. Serial (RS232) or Parallel Interface	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
198. Port	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
199. Protocol Emulator or Converter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

200. Have you studied any specific details about how computers' speeds compare to non-computer methods for the same jobs?

_____ Yes

_____ No

_____ Don't know

201. Do you know approximately how long (a minute? an hour? a week?) it would take a personal computer (such as an Apple II) or a large business-type computer (such as an IBM 370) to sort a thousand names alphabetically?

_____ Yes

_____ No

_____ Don't know

202. Have you studied what things computer speed depends upon besides the choice of physical computing hardware (e.g., choice of sorting algorithm, language in which the algorithm is expressed, etc.)?

_____ Yes

_____ No

_____ Don't know

203. Have you discussed the relationship among the internal memory, central processing unit, input-output devices, mass storage devices, and described the flow of information and control?

_____ Yes

_____ No

_____ Don't know

204. Which of the following terms can you define; that is, produce a sentence or paragraph explaining the term in relation to other given terms? Check all that apply:

<input type="checkbox"/> Algorithm	<input type="checkbox"/> Information retrieval
<input type="checkbox"/> Artificial intelligence	<input type="checkbox"/> Internal memory
<input type="checkbox"/> Assembler	<input type="checkbox"/> Interpreter
<input type="checkbox"/> Batch processing	<input type="checkbox"/> Machine language
<input type="checkbox"/> Central processing unit	<input type="checkbox"/> Merging files
<input type="checkbox"/> Compiler	<input type="checkbox"/> Modeling and simulation
<input type="checkbox"/> Computer-aided design	<input type="checkbox"/> Modem
<input type="checkbox"/> Computer-aided manufacturing	<input type="checkbox"/> Operation system
<input type="checkbox"/> Computer operator	<input type="checkbox"/> Pattern recognition
<input type="checkbox"/> Computer programmer	<input type="checkbox"/> RAM
<input type="checkbox"/> CRT terminal	<input type="checkbox"/> ROM
<input type="checkbox"/> Data base	<input type="checkbox"/> Searching files
<input type="checkbox"/> Data entry clerk	<input type="checkbox"/> Sorting files
<input type="checkbox"/> Data processing	<input type="checkbox"/> Systems analyst
<input type="checkbox"/> Disk drive	<input type="checkbox"/> Tape drive
<input type="checkbox"/> Higher level language	<input type="checkbox"/> Time sharing
	<input type="checkbox"/> Updating files